

Little Weighton Rowley Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117990
Local Authority	East Riding of Yorkshire
Inspection number	312771
Inspection dates	4–5 December 2007
Reporting inspector	Judith Straw

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	67
Appropriate authority	The governing body
Chair	Mr Matthew Atkinson
Headteacher	Mrs Pauline Dobson
Date of previous school inspection	1 September 2003
School address	White Gap Road Little Weighton Cottingham HU20 3XE
Telephone number	01482 844743
Fax number	01482 844743

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small primary school situated in a rural area. All the pupils come from White British families. The proportion of pupils entitled to free school meals is well below average, as is the number of pupils with learning difficulties and/or disabilities. The school is situated in an area of relative social advantage.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Some features of the school's work are outstanding. Pupils enjoy their education and are rightly proud of their achievements. The school motto 'Together we can...' sums up the attitude of teachers, pupils and parents to this stimulating learning community. Parents are overwhelmingly positive in their praise of the school and, in particular, the work of the teachers, summed up by one parent who wrote, 'The effort and dedication of each member of staff is exceptional and deserves recognition.' Parents praise the equal emphasis put on academic achievement and personal development. Excellent relationships leading to respect and trust reflect the school's strong Christian values.

Pupils' personal development is outstanding. Their behaviour is exemplary. Pupils are very considerate and thoughtful, and excellent ambassadors for their school. The school plays a central part in the life of the village, described by one parent as 'the heart of the community'. Children of all ages enjoy school and their attendance is above average. Pupils understand how to keep safe and healthy. The pupils regularly raise money for charities including an African community in Kenya. Their above average standards and excellent personal development ensures they are well prepared for the next stage of education and life beyond school.

Standards are consistently above average by the end of Year 2 and Year 6, and pupils of all ages and abilities achieve well. The school is particularly successful in the teaching of writing and has an excellent track record of pupils reaching high standards in writing. Teaching and learning are consistently good and sometimes outstanding. Lessons are made enjoyable, and high expectations ensure that pupils make rapid progress in all subjects. The curriculum is stimulating and creative with a good emphasis on basic skills. Provision for design technology, music and French is particularly effective. However, limited provision in information and communication technology (ICT) has restricted the progress pupils can make in developing skills in computer technology and using the internet for research. The effective partnership of teachers, support staff, parents, the local church and the village community ensures that children are safe and well cared for.

Leadership and management are good and give the school a strong sense of purpose and direction. Effective monitoring ensures there is an accurate picture of strengths and areas where improvement is needed. The headteacher, in post since 2006, is very well supported by key staff and governors. The school has addressed all the issues raised at the time of the last inspection. There is good capacity to improve because everyone in the school is committed to making it the best it can be.

Effectiveness of the Foundation Stage

Grade: 2

The Foundation Stage was extended in 2006 to include a Nursery. A flexible induction process allows children to start school at their own pace so that they settle quickly and become confident learners. Children enter school with abilities broadly typical for their age with a small proportion above what is expected. They make rapid progress and often exceed the goals expected nationally. Children enjoy their learning and make good progress. Early reading and writing skills are taught well with children having many opportunities to use and develop writing through role-play activities. Older children have the opportunity to work with children from Years 1 and 2 to extend their learning.

Excellent care is taken of the children who thrive in the stimulating and exciting environment. Children understand how to play safely and cooperatively with each other. They enjoy the healthy snacks the school provides and learn outside as often as possible. The leadership and management of the Foundation Stage are good. Parents are always made welcome and comment that they are fully involved in their children's education right from the start. An excellent photo diary gives parents a good overview of the learning activities their children are involved in.

What the school should do to improve further

- Improve provision for ICT.

Achievement and standards

Grade: 2

Standards are consistently above average and pupils achieve well. Children make good progress through the Foundation Stage and most exceed the learning goals set for them. By the end of Year 2, standards have been consistently above average for several years. Pupils achieve well in reading, writing and mathematics. In the most recent national tests, more able pupils achieved particularly well in writing. By the end of Year 6, standards are consistently above average and significantly so in English where, in 2007, pupils exceeded the school targets set for them. Over half of all the pupils reached the higher Level 5 in English, mathematics and science and many pupils achieved better than expected results. A small minority underachieved, despite the school's best efforts. Published data suggests that achievement is less obvious in science but inspection evidence confirms that pupils across the school are making good progress in science with particular strengths in investigation work. Pupils with learning difficulties and/or disabilities make as good progress as other children in school. They receive excellent support from skilled teaching assistants and follow personal education plans designed to help them to overcome their difficulties.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, social, moral and cultural development, is outstanding. Pupils enjoy school and have very good attitudes to learning. They are positive that there is no bullying or racism. All say that they feel very safe in school and trust the adults around them. Pupils are kind and considerate towards each other and the adults in school and take account of their feelings. Pupils relish their roles as responsible members of the community. The school council, introduced in 2006, is now well established and plays a vital part in the life of the school, giving pupils a good experience of democracy and decision-making. The school gained the Healthy School Award in 2007 and pupils clearly enjoy the healthy snacks, fitness regimes and sporting activities provided by school. They greatly respect the values and beliefs of others; they have enjoyed visits to a Synagogue and a Buddhist centre and welcomed visitors into school to talk about Sikhism. Pupils are developing academic and personal skills that will be valuable to them in their life ahead.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good across the school and sometimes outstanding. Lessons are full of challenge and excitement, and so pupils are enthusiastic to learn. The teaching of writing is a particular strength and literacy links run throughout the entire curriculum. There is good teamwork between teachers and support staff who work effectively together. Pupils clearly enjoy their learning. For example, in a Year 5/6 science lesson, pupils made rapid progress in identifying the characteristics of various gases whilst working collaboratively and in competition with each other. Their enjoyment in the pace of the lesson and the challenge provided was palpable. Pupils are regularly given opportunities to discuss their work with each other and this focus on speaking and listening skills helps them to develop as independent learners. However, teachers do not maximise opportunities for pupils to use ICT.

A new tracking system has been in place for the last 18 months and this is being developed and refined so that the assessing, monitoring and evaluating of pupils' work can be even sharper. The system is used to set challenging targets in English and mathematics, and to monitor the progress of all pupils. The three mixed classes in Years 1 to 6 allow for flexibility in grouping pupils according to their ability level, rather than their age. Assessment is good. Marking praises what pupils have done well and tells them how to improve. All pupils know their targets.

Curriculum and other activities

Grade: 2

All statutory requirements are met. There is a good focus on basic skills and the school has particular strengths in design technology (DT), music and French. All pupils learn a musical instrument and all those in Years 3 to 6 perform in the school band. The teaching of French to all pupils in Key Stage 2 has been established for four years. There is a strong emphasis throughout the curriculum on healthy lifestyles and keeping safe. The school is constantly seeking to enhance the curriculum with a focus on developing creative links between subjects and themed events such as Africa Day and Tudor Day. Pupils use ICT reasonably well but progress is hampered by limited provision. The school provides an interesting range of cultural experiences and extra-curricular activities so that pupils have the opportunity to work with artists, sporting experts and musicians. Very good links with local secondary schools help to prepare pupils for the next stage of their education.

Care, guidance and support

Grade: 1

The safe environment, pastoral support and the Christian values promoted by the school and given to pupils are outstanding. Child protection procedures and other risk assessments are securely in place. Pupils say they feel totally safe in school and trust the adults around them. Pupils' academic progress is measured and recorded well; rigorous tracking ensures that early steps are taken to support those in danger of underachieving. The support offered to pupils with learning difficulties and/or disabilities is excellent, enabling them to make very good progress and be successful.

Leadership and management

Grade: 2

The headteacher has a clear vision to promote the development of the whole child and encourages the highest possible achievement. This vision is shared by all the teachers in school. Together they ensure that pupils are safe and well-cared for as well as setting high expectations for their achievement. Governors strike a good balance between supporting the school and challenging it to do even better. Some governors regularly help in school. The relationship between all adults in school creates strong teamwork.

The school has introduced new monitoring procedures for tracking the progress of pupils and, when this is even more fully embedded, it will strengthen the school's provision for promoting achievement. Staff are well supported through targeted professional development. Parents and pupils are regularly consulted through questionnaires and discussions, and their views heard and respected. Provision for equality of opportunity is outstanding so that all pupils are fully included in what the school offers. Financial management is secure and the school provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

6 December 2007

Dear Pupils

Inspection of Little Weighton Rowley Church of England VC Primary School, East Riding of Yorkshire, HU20 3XE

Thank you so much for the warm welcome you gave me when I visited you in school this week. What a lovely place to go to school. I enjoyed the way you chatted to me and have used some of the information to write this report.

I agree with you fully that yours is a happy and good school. I am glad you are all good friends. It was good to see how kind and considerate you all are and how you treat all the adults in school with respect. You make a really good contribution to your own learning because you behave so well, are interested in your lessons and want to learn. You all understand the importance of being healthy and fit, and I enjoyed watching your 'wake and shake' session.

I also enjoyed visiting the youngest children in the Nursery and seeing how well they learn. You are all making good progress in your work and achieve particularly well in English.

I was impressed by the way teachers make the work you do interesting and fun. I enjoyed your singing and the band rehearsal on Tuesday afternoon. You certainly benefit from many creative activities. I wish I had been in school on your recent Tudor day. Everyone takes excellent care of you; you told me that there is no bullying and that you feel safe and trust everyone in school. All the adults in school try hard to make sure you achieve as well as you can. You play your part by listening to their good advice and doing your best.

I have asked the school to improve the number and quality of the computers you can use so that you can use the internet more easily for research and develop even better skills in desktop publishing.

I am sure you will have lots of lovely memories of your time in school and I wish you well in the future.

Judith Straw

Lead inspector