

Bugthorpe Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	118000
Local Authority	East Riding of Yorkshire
Inspection number	312775
Inspection date	17 April 2008
Reporting inspector	Brian Dower

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	4–11
Gender of pupils	Mixed
Number on roll	
School	69
Appropriate authority	The governing body
Chair	Mrs Natalie Verow
Headteacher	Mrs Kay Woodfine
Date of previous school inspection	1 September 2005
School address	Bugthorpe York North Yorkshire YO41 1QQ
Telephone number	01759 368247
Fax number	01759 368247

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Introduction

The inspection was carried out by one Additional Inspector. He evaluated the overall effectiveness of the school and investigated the following: the rigour of the school's self-evaluation processes; the progress pupils are making in their work; their ability to write flexibly and fluently in all subjects; their self-reliance and their ability to work independently; the tracking of pupils' progress; the leadership and management skills of the staff to support the work of the headteacher.

Evidence was gathered from: discussions with pupils, the headteacher and the vice chair of governors; observations of parts of lessons; analysis of school documentation including its self-evaluation; samples of pupils' work; the parental questionnaire returns. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Bugthorpe Church of England Primary is a popular, small village school which serves an area of mixed social and economic characteristics. All pupils are of White British heritage. They are taught in three mixed age classes. The proportion of pupils entitled to free school meals is well below average; that of pupils with learning difficulties and/or disabilities is below average. The school population is relatively stable with few pupils joining or leaving at times other than the normal start or end of an academic year.

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. Parents are appreciative of the quality of education it provides and the care and support their children receive.

The number of pupils assessed or entered for national tests in any one year is very small and therefore the pattern of results over time is a more reliable indicator of how well they are doing. Standards have been above average at the end of Years 2 and 6 and in some years significantly so since the last inspection. The progress pupils make and their levels of achievement have been good. The school's own assessment records and the standards seen in the work pupils are doing now, including the work of pupils with learning difficulties and/or disabilities, show that progress remains good. The school has rightly identified the development of pupils' ability to write flexibly and accurately in all subjects as a priority for improvement.

Christian values underpin the school's work and pupils' moral, social and spiritual development is good. There are close links with the local church and pupils have an understanding of other faiths through the work they do in religious education lessons. They have limited contact, however, with people from cultures other than their own. The school is looking to expand curriculum opportunities to develop their understanding of the diversity of British life. Pupils know right from wrong and are sensitive to each other's needs and quick to help those who are less fortunate than themselves. The school council, for example, has shouldered the responsibility of organising fund raising activities to raise money for charity. Care and support are good because the academic, social and emotional needs of every child are known by all who work in the school. The school is at an early stage of developing a whole school system for tracking and recording pupils' progress but there are good intervention strategies in place to help those who need extra guidance. Behaviour is excellent and pupils say that they feel safe and secure and that there is no bullying in school. Attendance rates are above average, pupils enjoy coming to school and their attitudes to work are exemplary. They understand the importance of keeping fit and well and they eat healthily and take plenty of exercise. The older pupils undertake responsibility by helping to care for the younger children and the school council representatives ensure that pupils have a voice in the school's development. Pupils are confident and self-reliant and are capable of working independently. They are well placed to make the most of the next stage of their education because they attain above average standards and their personal development is good.

Teaching and learning are good. Pupils have the ability to concentrate for extended periods of time and they collaborate well in group activities. They know how well they are doing and what they must do to improve. They make good use of information and communication technology to support their independent working and the varied learning activities inside and outside of school broaden their understanding of the wider world. Teachers have good subject knowledge and excellent questioning skills. In a Year 3 mathematics' lesson the teacher's open-ended questioning encouraged pupils to explore their own ideas for testing probability and to interpret the results of their experiments for themselves. They were excited by the challenge and made excellent progress in the lesson. Teachers have high expectations of the pupils, tempered with a supportive and encouraging approach. At times, teaching assistants and other classroom helpers are not deployed effectively, either because lesson time is spent on routine tasks rather than supporting individual children or groups, or because their roles and responsibilities are not defined in sufficient detail.

Pupils benefit from a good curriculum. Adults give generously of their time to provide a wide range of extra-curricular activities which extend pupils' enjoyment and understanding of the work they do in lessons. There are, for example, trips out of school to explore the area's rich natural environment. There are strong links with other institutions to broaden provision, particularly with the secondary school for music, dance and the teaching of modern foreign languages. After school clubs are well attended and pupils spoke enthusiastically about the opportunities they have to participate in a range of sports. Parents recognise the benefits their children receive from such provision and comment, 'For such a small school, the children have access to a wide range of activities such as sport and music.' There is good provision for improving pupils' basic skills and for additional support for those with learning difficulties and/or disabilities, and more challenging work for the highest attaining pupils.

Leadership, management and governance are good. The headteacher provides strong and effective leadership and she is well supported by an experienced and able senior teacher. Appropriate procedures are in place to refine the skills of the newly appointed staff to enable them to play a full part in leadership and management. All who work in the school are committed to giving every pupil the best start in their education and the skills to be successful in later life. Governors are fully involved in the life of the school and play their part in forward planning. Self-evaluation is rigorous and accurate and appropriate priorities are in place to improve provision. Good use is made of challenging performance targets to raise standards further. For example, the school has set the bar high to improve the quality of pupils' writing in all subjects. Child protection procedures are in place, safety audits are conducted on a regular basis and risk assessments are carried out for all activities, particularly for trips away. There have been good improvements since the last inspection, particularly in the use of information and communication technology as a teaching and learning aid. The school has therefore good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children come from varied social and economic backgrounds and start at the school with a wide range of prior attainment, capabilities and attitudes. Judged over time, prior attainment is broadly typical for children of that age. Most children make good progress in the Reception class and work and play together confidently. There is a warm and caring atmosphere and an attractive and stimulating environment inside the classroom and outdoors. Activities extend children's interests and secure their independence and development. By the end of the Reception year the majority reach nationally expected levels in all areas of learning. Good relationships with parents keep them informed of their children's progress. Occasionally, a small number of boys display immaturity in their social and emotion development because they lack awareness of the consequences of their words and actions for themselves and others. The headteacher is working closely with the Foundation Stage co-ordinator to support and guide these children.

What the school should do to improve further

- Ensure that pupils are able to write accurately and fluently in all subjects to raise standards in English.
- Monitor and support the management of the Foundation Stage to ensure that all children develop socially and emotionally.

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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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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?	2

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	2
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

Text from letter to pupils explaining the findings of the inspection

18 April 2008

Dear Pupils

Inspection of Bugthorpe Church of England Voluntary Controlled Primary School, York, YO41 1QQ

Thank you for the warm welcome I received when I visited your school. I enjoyed the day I spent with you and only wish I had had more time to see all the interesting things you are doing. Many of you spoke about how much you enjoy your lessons and the after school clubs and activities. You are winning a lot of sporting competitions, as the photographs in the entrance hall show. I spent a pleasant few minutes on Thursday afternoon listening to your music and was impressed by how well you perform.

You all work hard and get on well together. Your behaviour and your attitude to school are excellent. The school is providing you with a good education. You make good progress and reach above average standards in your work. There are many interesting things for you to learn in school and on trips away, particularly about the local environment. You are lucky to have so much space to play in and explore in the school grounds. You are well cared for because you are known and valued as individuals by all who work in the school. The way you are developing as confident and independent minded young people is impressive and you have the skills and personal qualities to make the most of the next stage of your education and be successful in later life.

Your teachers told me that they are working with you to improve your writing skills and to help a few of the youngest children with their social skills. I spent time looking at your books when I visited you and saw how accurate and interesting your writing can be. Some of you find it difficult to write like this in all subjects and you will be encouraged and helped to improve. A small number of the youngest children don't think about the consequences of what they say and do and can upset each other at times. They are going to receive the support they need to be more sensitive to others.

Thank you again for making my visit so enjoyable. I wish you all every success for the future.

Brian Dower

Lead inspector