

Hovingham Church of England Voluntary Controlled Primary School

Inspection report - amended

Unique Reference Number	121500
Local Authority	North Yorkshire
Inspection number	314011
Inspection date	10 December 2008
Reporting inspector	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	35
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Mark Wilson
Headteacher	Ms Maureen Skinner
Date of previous school inspection	6 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Main Street Hovingham York North Yorkshire YO62 4LF
Telephone number	01653 628358

Age group	5–11
Inspection date	10 December 2008
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Amended Report Addendum

Various sentences incorrect

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is much smaller than average. All pupils are of White British heritage. Year groups vary in size between three and seven pupils. Children in the Early Years Foundation Stage (EYFS) are taught alongside pupils in Years 1 and 2. The socio-economic circumstances of the area are more favourable than average but pupils come from a very wide range of backgrounds. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Since the last inspection there have been substantial changes to staffing, with the headteacher and all but one teacher being newly appointed. The school was confederated with St Hilda's Church of England Primary School in January 2008 and shares the same headteacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hovingham Church of England School provides a satisfactory education for its pupils. The good leadership and management of the governors and headteacher have resulted in considerable improvements to provision for pupils, especially the youngest children, since the last inspection. Standards at the end of Year 2 have improved and are now above the national average. Standards at the end of Year 6 are broadly average, although they are rising, particularly in writing. Pupils' achievement is satisfactory over time. Good progress has been maintained in Years 1 and 2. Pupils' progress in other age groups has consistently been satisfactory and is improving. Year 6 pupils are on course to reach challenging targets by the time they leave the school.

Pupils are cared for well. As a result, their personal development, including their spiritual, moral, social and cultural awareness, is good. They have a clear understanding of how to maintain healthy lifestyles, and a high proportion of pupils eat a healthy school lunch. They appreciate the greater opportunities to take part in sporting activities that confederation has brought. Pupils enjoy school and behave well. Attendance is above average. They take an active part in the smooth running of the school. Older pupils take on responsibilities, such as serving food to younger ones during the delightful 'family service' dining arrangements. Pupils are well prepared for future learning because of their good attitudes to learning and sound grasp of basic skills.

The quality of teaching and learning is satisfactory and improving. Strengths in teaching are particularly reflected in the stronger progress made by younger pupils and the improvements in writing throughout the school. These areas have been the school's priorities for development. Although the planning of lessons throughout the school is generally linked to pupils' levels of attainment, teaching in Years 3 to 6 does not consistently take enough account of pupils' prior learning including those with learning difficulties and/or disabilities. The marking of pupils' work in writing is thorough and pupils have a clear understanding of the next step of learning.

The recent review of the curriculum in conjunction with St Hilda's has resulted in a well planned curriculum which exploits links between subjects to provide more opportunities for pupils to develop skills and to consolidate learning in literacy, numeracy, and information and communication technology (ICT). Local studies and visits provide good opportunities for children to extend their cultural understanding of local and national issues.

Subject leaders at Hovingham assist the headteacher well and one member of staff takes responsibility for the running of the school during the time she is at the confederated school. However, their role in developing and monitoring the curriculum is not sufficiently developed. Joint training with St Hilda's staff is helping teachers to gain a greater awareness of their roles in the leading and managing of the curriculum to promote continued improvement in standards. Parents praise the work of the school and are fully supportive of the leadership.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Improvements in the EYFS since the last inspection are first-rate and provision for the youngest children, which was previously inadequate, is now good. This is because of good leadership, management and teaching. Most children enter the EYFS with knowledge, skills and understanding that are broadly in line with expectations for their age. Their personal, social and emotional development is sometimes weaker than other areas. They make good progress

and achieve well in all areas. As a result, most reach and some exceed expected levels by the time they start Year 1. Lessons are organised well, despite the limitations of the accommodation to allow direct access to the outdoor area. Outdoor activities are planned carefully to build on what children learn indoors. For example, children practised their number recognition and throwing skills in a well organised group activity. There is a good balance of child-initiated and teacher-directed activity. The teaching assistant plays a valuable role in encouraging role-play activities. Children also gain much through working alongside older pupils. Resources are used well and the indoor and outdoor areas are exciting learning areas. Good induction procedures ensure that children settle quickly into school life. Welfare arrangements are well established and meet requirements. Relationships with parents are very positive. 'The school is all that we hoped it would be,' is a typical parental comment.

What the school should do to improve further

- Improve the teaching to ensure it consistently takes account of pupils' prior learning.
- Ensure that subject leaders' role in the developing and monitoring of the curriculum is effective.

A small proportion of schools where overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Although there is considerable variation on the part of individual pupils, overall, standards on entry to the school are broadly as expected for their age. Since the last inspection standards have been broadly average by the end of Year 6 and this reflects satisfactory achievement of pupils. The progress of pupils with learning difficulties and/or disabilities is also satisfactory. In recent years standards have risen to be above average by the end of Year 2. In Key Stage 2, although pupils' progress is satisfactory overall, it has improved recently in Years 3 and 6, particularly in writing.

Personal development and well-being

Grade: 2

Pupils say that they feel safe in school and know who to turn to if they have any problems. They consider there is no need for playground buddies as, 'All of the pupils are friends at Hovingham.' Pupils enjoy school, although a few think that occasionally lessons could be more interesting. They particularly enjoy 'Golden time' and the after-school clubs. Members of the school council are enthusiastic and are keen to improve the school. Pupils make a good contribution to the local community. Mini-enterprise initiatives have helped older pupils to raise funds through a sale at a local market as well as to gain better economic understanding.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is improving, particularly in English, and pupils' learning is satisfactory over time. Relationships between teachers and pupils in lessons are harmonious. Much of the teaching in Years 1 and 2 enables pupils to make brisk progress. Target sheets are used well

to help children understand the steps they need to take to improve their work. Pupils are encouraged to discuss their learning with other children. For example, when pupils had difficulties they 'phoned a friend'. In Years 3 to 6 teachers explain topics well but do not always give pupils sufficient time to consolidate and extend their learning through individual or group work. This slows their learning. In writing work is planned carefully and purposeful links are made with other curriculum areas.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all pupils well. The school has recently ensured that planning in English and mathematics is more closely linked to National Curriculum levels to assist the planning of lessons. The focus on writing has been successful; the school is currently reviewing the impact of its actions on mathematics. Skills in writing and mathematics are being extended well in other subjects as a result of the new, themed approach to learning. Visitors and visits add interest to learning. For example, pupils questioned a local landowner and visited a power station during a study of 'Our village'. A wide range of extra-curricular activities are keenly attended by pupils, such as 'Food Fun' club. The grounds at St Hilda's are providing additional sporting facilities for pupils. Pupils' spiritual, moral, social and cultural awareness is developed well in themes such as celebrations, which helps them gain a better understanding of life in India, and of Hindu beliefs and festivals as well as experiencing the taste of unfamiliar foods.

Care, guidance and support

Grade: 2

The school puts great emphasis on caring for pupils. Good health and safety arrangements promote a safe and caring learning environment for pupils. Parents appreciate the very strong pastoral care provided for their children. Systems in place for child protection and safeguarding procedures meet government requirements. Pupils with learning difficulties and/or disabilities are given helpful additional support from teachers, teaching assistants and outside agencies. The marking of work and the good quality, detailed target sheets clearly show pupils how well they have done, especially in writing, and what they need to do to improve. In mathematics, the marking, although satisfactory, is not yet as well developed as in English.

Leadership and management

Grade: 2

The leadership has improved substantially following a period of instability after the previous inspection. All areas for improvement identified then have now been tackled effectively. The governors and headteacher have a clear vision for the school and the new headteacher is leading the school extremely well. The school is the hub of the local community and pupils play a major part in community events. In addition, the school encourages the pupils to find out about other communities. For example, a visit for pupils to a mosque and an Asian store as part of a study of Islam. Awareness of international communities has been extended through events, such as a French day. The major changes brought about through the confederation are bringing benefits to staff and pupils. Staffs' expertise is being developed through joint training and working, resulting in, for example, an improved curriculum. Attention is being given to improving staffs' subject leadership roles, an identified weakness. The headteacher and governors have an

accurate view of the school's overall effectiveness. Self-evaluation and action plans show a detailed understanding of the school's strengths and understanding of ways to improve. The success of past initiatives, the planning for future developments and the strengths in the leadership provide the school with good capacity to continue to improve.

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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?	3
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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 learners' needs?	3
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

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B

Text from letter to pupils explaining the findings of the inspection

Inspection of Hovingham Church of England Voluntary Controlled Primary School, York, YO62 4LF

Thank you for welcoming the inspection team to your school. We enjoyed the day we spent with you. Your school provides you with a satisfactory education. It has improved since your previous inspection and is well placed to continue to do so. You achieve satisfactorily and reach broadly average standards by the end of Year 6. Standards are improving, particularly by the end of Year 2. Your progress is speeding up, especially in writing. Your headteacher and governors lead your school well and know what needs to be done to improve the school further. The links you now have with St Hilda's School are benefiting your education and your sporting opportunities.

The school cares for you well and your personal development is good. I was impressed by your good behaviour and interest in lessons. At all times you were polite and courteous. I was pleased that you all get on so well together and that your attendance is above average. Children in the Early Years Foundation Stage have a good start to their schooling. They make good progress because they are taught and cared for well.

To enable you to make even better progress I have asked the school to ensure teaching in every lesson consistently takes more account of what you know and can do already. I also want subject leaders to have greater responsibility for developing and monitoring the curriculum.

I appreciated talking to you about your work and watching you learn. I am sure that you will keep doing your best and working with the new headteacher and other staff to help them to continue to improve the school. I wish you well for the future.