

Weaverthorpe Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121540
Local Authority	North Yorkshire
Inspection number	314030
Inspection dates	30 April –1 May 2008
Reporting inspector	Bernard Jones

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	62
Appropriate authority	The governing body
Chair	Mr John Fletcher
Headteacher	Mrs Asquith
Date of previous school inspection	26 January 2004
School address	Weaverthorpe Malton North Yorkshire YO17 8ES
Telephone number	01944 738280
Fax number	0

Age group	3-11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Weaverthorpe is a smaller than average primary school. It mainly serves the local village but a few pupils travel from outlying areas. Numbers fluctuate year-on-year which has a significant impact on the budget and staffing levels. Pupils come from a wide range of socio-economic backgrounds and almost all come from White British backgrounds. The percentage of pupils claiming an entitlement to a free school meal is below average. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The headteacher joined the school in January 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school and gives satisfactory value for money. The quality of pupils' personal and social development is a strength. There is an emphasis on developing pupils' sense of responsibility and this is reflected in their good behaviour. The large majority of parents describe their satisfaction with the work of the school, their appreciation for the loyalty and hard work of the staff and the leadership of the headteacher. Parents appreciate the safe and happy environment where pupils are taught to help each other. Pupils enjoy school as a result of the good pastoral care they receive. They show a positive and friendly approach to visitors. Pupils make informed choices about healthy lifestyles.

Standards at the end of Year 6 are broadly average, reflecting satisfactory achievement in relation to pupils' starting points on entering the school. Pupils' achievement at the end of Year 6 has been too low in the past two years. It is now improving because the school is monitoring pupils' progress more formally and has put in place measures to help them make the progress they should. There are still weaknesses in pupils' writing skills, particularly in sentence construction and in the accuracy of their punctuation. Similarly, problem-solving skills are not well enough developed in mathematics.

The quality of teaching and learning is satisfactory overall. There is some good teaching, and some strengths in otherwise satisfactory teaching. The school's leaders are putting to good use the information gained from evaluations of teaching. As a result, the characteristics of the best practice are spreading through the school. The curriculum is satisfactory and is extended by a satisfactory range of extra-curricular activities, which pupils enjoy. Good links with local schools, outside agencies and the community further enrich the curriculum. Visitors to school and visits out of school are used effectively to enhance pupils' learning.

Leadership and management are satisfactory. The headteacher provides good leadership in establishing a clear vision for the school's development. She has ensured that all staff are positive about the changes needed and has identified the need for staff to have up-to-date training in child protection. Self-evaluation is satisfactory. Pupils' progress is checked and charted carefully in English and mathematics and challenging targets are set.

Effectiveness of the Foundation Stage

Grade: 3

Provision in the Foundation Stage is satisfactory. Children start with broadly average skills in comparison with the expectations for their age. Numbers are small and standards vary widely over different years and within each year group. Children make at least satisfactory progress in all aspects of their learning and start Year 1 with average standards. Nursery education is provided for children on a part-time basis. They spend their mornings with Reception year children who, in turn, spend their afternoons with pupils in Years 1 and 2. This mixing of age groups brings particular benefits. Children learn to communicate well and make good progress in personal and social development. The impact is seen in the way they cooperate, share and take turns, and in their good behaviour. Children receive satisfactory teaching across the Foundation Stage. Teaching assistants make a good contribution. The good levels of care ensure that children grow in self-confidence and self-esteem ready for later stages in their education. Play is supported by the good range of resources. However, the difficulty in accessing an outdoor learning area does restrict the curriculum. Teachers offset this to some extent by

planning carefully the best use of the time outside to provide a good mix of self-chosen and adult-led activities, which promote children's interest and curiosity. Leadership and management are satisfactory.

What the school should do to improve further

- Raise standards throughout the school in writing skills relating to sentence construction and punctuation.
- Improve numeracy skills concerned with problem solving, across the whole age-range.
- Improve Nursery and Reception children's access to learning in the outdoor environment.
- Ensure that all staff have up-to-date training in child protection.

A small proportion of the schools whose 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

Standards at the end of Year 6 are broadly average. This reflects satisfactory achievement. From Year 1 to Year 6, all groups of pupils, including those with learning difficulties and/or disabilities and vulnerable children make sound progress. Pupils' achievement in English is satisfactory and an increasing number are achieving well, particularly in reading. However, their use of punctuation and their skills in sentence construction are relatively weak areas. Most are meeting targets in the subject due to the confident teaching they receive and the enthusiasm this engenders. Achievement is satisfactory overall in science and in mathematics, but problem solving is relatively weak.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. They describe the friendliness of their teachers and the way pupils get on well together as the main reasons for their enjoyment and the pride they have in their school. Pupils are keen to do well. Attendance of the vast majority of pupils is above average. They have a good understanding of how to live and eat healthily and stay safe. Pupils' spiritual, moral, social and cultural development is good. They quickly grow in confidence and older pupils are polite and courteous to adults. Pupils are happy to take on responsibilities. For example, they act as buddies to younger pupils and helpers to teachers and staff at lunch and break times. They work very well in classrooms in pairs and small groups and express their views in a thoughtful and articulate way. Pupils learn about living in a multicultural society, which enables them to be racially tolerant. They also learn about life in other societies which helps them value cultures other than their own. Average skills in literacy and numeracy mean that pupils' preparation for the next stage in their education and later life is adequate, rather than good.

Quality of provision

Teaching and learning

Grade: 3

Classes are managed well. Relationships between staff and pupils are a strength, which results in pupils behaving well and gaining in confidence. There is some good teaching, especially in

English, where pupils' progress is good in acquiring reading skills. Pupils benefit when given responsibility for their own learning and they clearly enjoy their work. Teachers plan well to meet the needs of pupils of different ages and levels of ability in their classes. They generally use questioning techniques well, but opportunities are often missed to help pupils to develop their speaking and listening skills. Marking in exercise books is undertaken regularly and the best practice informs pupils about the next steps they need to take to improve further. However, this is not uniformly the case. Teaching assistants make a sound contribution, particularly in encouraging and giving general support to lower attainers and helping them with their learning.

Curriculum and other activities

Grade: 3

The curriculum is sufficiently broad and makes a sound contribution to the development of pupils' skills in literacy, numeracy, and information and communication technology (ICT). The curriculum has recently been changed to ensure full compliance with National Curriculum requirements and to make stronger links between subjects. These are beginning to provide pupils with more exciting, meaningful activities in their lessons. Curriculum enrichment is satisfactory overall. The residential experience for pupils in Year 5 and Year 6 provides a good extension to their learning opportunities. Good links with other schools and education about schools in other countries enrich pupils' learning. Well-formulated plans are in place for the introduction of French: this capitalises on the good links with local secondary schools to add further variety and experience to pupils' learning.

Care, guidance and support

Grade: 3

The quality of pastoral care and support is good. It is built on the positive relationships throughout the school where mutual respect between staff and pupils features strongly. Health and safety procedures are in place and pupils say they feel safe, free from harassment and well cared for. However, arrangements for child protection do not meet requirements because staff have not had recent training. This situation is currently being remedied. Support for pupils with learning difficulties and/or disabilities is sensitive. Guidance and support for pupils' academic progress is satisfactory. Systems designed to ensure that assessments are used to help pupils achieve as well as they should have recently been put in place. Appropriate targets are set to encourage pupils to achieve to the best of their ability. The impact of these new arrangements is only starting to be reflected in better progress by pupils.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. The headteacher has put in place systems that ensure satisfactory capacity to improve further. There are some strengths in leadership, most notably the clarity of vision provided by the headteacher that puts raising pupils' achievement at the centre of the school's activities. As a result, this is an improving school where there is a clear ambition among staff, governors and pupils to drive up standards. Senior and middle managers are developing their roles and provide satisfactory leadership. Leaders have a largely accurate view of the school's strengths and weaknesses. Aspects needing improvement are being tackled systematically. For example, checks on the quality of teaching are becoming more focused on the progress pupils make. Governors fulfill their responsibilities

satisfactorily and work hard to control a budget that changes significantly as pupil numbers vary. They are working with senior staff to allay the worries of a few parents about the possible impact on their children of recent staff changes.

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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 effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

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 disabilities make progress	3

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	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	No
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 Weaverthorpe Church of England Voluntary Controlled Primary School, Malton, YO17 8ES

Thank you all for the warm welcome when I visited your school. I enjoyed watching and listening to you in your lessons, reading your work and talking to you. At all times, including during break and lunchtimes, I found you to be very helpful and friendly. I judge your school to be satisfactory and good in the way teachers help you to mature, mix well together and help each other. Please thank your parents and carers for all their letters and for taking the time to talk to me.

You obviously enjoy coming to school and this shows in your good attendance and your good behaviour. I enjoyed your singing in assembly. You told me that you like your teachers and the way they take good care of you, teach you to think of others and become responsible. You take responsibility well and I was particularly impressed by the way older pupils help younger children and teachers. You are taught well to take a pride in your surroundings. Classrooms and corridors reflect this with their colourful and interesting displays. These displays also show that you study a wide range of topics and learn how to live healthily and safely.

To make things even better, I have asked your headteacher and teachers to help you to develop further some of your writing and numeracy skills. I would also like to see improvements to allow younger children better opportunities to learn in the outdoor area. Finally, I would like your school to get up to date with all the arrangements needed to ensure your continued safety.

I wish you all well in the future.