

Tockwith Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121595
Local Authority	North Yorkshire
Inspection number	314052
Inspection date	17 September 2008
Reporting inspector	Philip Cole

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	168
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 G Dent
Headteacher	Mrs A Lumley
Date of previous school inspection	8 March 1999
Date of previous funded early education inspection	11 January 2008
Date of previous childcare inspection	Not previously inspected
School address	Southfield Lane Tockwith York North Yorkshire YO26 7RP
Telephone number	1423 358375

Age group	4–11
Inspection date	17 September 2008
Inspection number	314052

Fax number

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Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, teaching and learning and the school's leadership and management. Evidence was gathered from national published data, the school's own assessment and evaluation records, observations of lessons, pupils' completed work and interviews with staff, three governors and pupils. The views of parents were also taken into account through the parents' questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector took full account of the school's own assessments when reaching the inspection judgements.

Description of the school

This is an average sized school that serves the village of Tockwith, and neighbouring villages, to the west of York. Almost all the pupils are White British and none of the very few pupils from other backgrounds speak English as an additional language. The proportion of pupils entitled to free school meals is well below average and the proportion of pupils with learning difficulties and/or disabilities is currently smaller than that in most other schools, although this does vary from year to year. These pupils have different degrees of learning difficulties. The school has renewed its Investors in People award and has also achieved Healthy School, Artsmark, Eco School and Special Education Needs Excellence awards.

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 with some outstanding features and enjoys an excellent reputation locally. 'Simply a great school with a real feeling of community,' sums up the views of parents. They believe that their children thrive because of the dedicated and caring staff and governors, and the rich and stimulating experiences that they provide. Pupils are equally enthusiastic and talk eagerly about what they do in lessons, the visits they make and the many out-of-class activities they enjoy. They feel safe and secure and appreciate that the school listens to what they have to say. They are, for example, actively involved in task forces and committees, working alongside parents, staff and governors. These have driven forward impressive improvements, such as those to the outdoor spaces, the creation of an eco-area and improvements to the village environment.

Pupils' behaviour is excellent and everyone gets on exceptionally well together. Pupils have many responsibilities around school, such as bus and taxi monitors and eco-warriors, which they take seriously. Pupils have a very good understanding of what they need to do to keep fit and healthy. They love the many opportunities they have to exercise both in lessons and in the many sports based clubs and activities open to them and they mostly make sensible choices with their food. They are keen to be involved and to help and have, for example, improved a local woodland area and continue to support and share their experiences with pupils in a school in Zambia. Pupils' outstanding personal development provides an excellent platform for their learning and together with their very strong basic skills ensures they are exceptionally well placed to face life's future challenges.

For several years, the school has maintained standards, at the end of both Key Stage 1 and Key Stage 2 that are significantly above average. Good progress across the school, from starting points that were above average when pupils entered Year 1, has ensured these impressive results. Pupils who have particular and sometimes considerable difficulties with learning are very well supported and make at least good progress against their individual targets and often attain well in the national tests. Overall, this represents good achievement.

Good teaching ensures that consistent progress is made as pupils move through the school. Lessons have a clear purpose that is shared with pupils and successfully focuses their efforts. The needs of different groups are identified and work is carefully matched to provide appropriate challenge for all pupils in each class. Able classroom assistants work closely with teachers and ensure that those who need extra help make very good progress. Although teachers mark pupils' work regularly, marking does not always make an effective contribution to helping pupils to improve. This is because some teachers provide more regular and helpful comments on how the work can be improved than others and because teachers do not always ensure that pupils act on the comments. There is a similar variation in the usefulness of the targets that teachers provide to pupils to help them take the next steps in their learning. This reduces their overall impact on pupils' progress.

The school's outstanding curriculum provides a wide range of rich learning opportunities. This includes well planned visits and special events, such as 'Monet week', that underpin learning, French lessons from Year 3 onwards and the effective use of the specialist skills of staff, for example, in music, art and French. As a result, high standards are found in work across the curriculum and the curriculum contributes strongly to pupils' enjoyment of learning. Great care has been taken to dovetail the curriculum in the mixed Year 1 and 2 classes with that provided

in the Reception class. As a result, there is very good continuity in the learning of pupils as they move from the Early Years Foundation Stage (EYFS) into Key Stage 1. There is a wide range of interesting and well attended clubs, including sports, cookery, art, science and French and pupils are fully involved in community activities such as church events and the School Gala to which other schools are invited as well as residents in the village. The good provision made for pupils' personal, social, health and emotional development, together with the school's robust and effective arrangements for the care, guidance and support of pupils very successfully promotes their personal development and well-being.

The long serving headteacher is held in high regard by staff, parents and the community. She shows no complacency and together with the staff and governors strives to make the school even better. Self-evaluation is occasionally a little overgenerous, for example, when judging standards and achievement. However, it is used effectively to underpin the planning of improvements in school, and staff, governors, parents and pupils are involved in this process, for example, through the task forces that are set up to promote particular developments. The school makes excellent use of its resources, such as the building, grounds and staff to promote pupils' learning. The school works hard and successfully, often with external agencies and other schools to ensure that the needs of all pupils are met. As a result, the school has continued to improve since its last inspection and has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS exhibits the same qualities as the rest of the school. The new leader exhibits the skills and insights required to sustain and build on the strengths that have been developed over several years. There is a particularly effective relationship with the private provider of pre-school education, which is based in a room adjacent to the Year R class. This ensures that transition arrangements are very effective and that information on children's learning has continuity and is consistently helpful in planning their learning from day one. As a result, children settle very quickly and continue to progress well. Adults work sensitively and skilfully with children in the carefully planned and purposeful provision found across all the areas of learning. This provision is extended effectively into outdoor areas that foster exploration and reflection as well as providing good opportunities for physical development. Parents are very supportive and appreciate the good relationships they have with staff.

What the school should do to improve further

- Ensure all pupils, through teachers' marking and the targets that are set, have a clear understanding of what they need to do to improve their work and to take the next step in their learning.

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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 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?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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?	1
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	1
The attendance of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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 Tockwith Church of England Voluntary Controlled Primary School, York, YO26 7RP

Thank you for making me so welcome when I visited your school. I enjoyed talking with some of you about what makes your school so good. You told me how much you enjoyed coming because of the exciting visits you go on, the clubs you attend after school and because your lessons are interesting. I was pleased that you feel well cared for and safe in school and impressed with your understanding of what you need to do to keep fit and healthy. It is clear that everyone does their best to look after you, to make sure your lessons are well taught and that you are given work that is well matched to your needs. As a result, you make good progress and produce some excellent work, not only in English and mathematics but also in subjects such as art. The Monet work is particularly impressive.

You all behave excellently and get on exceptionally well with each other. Over a number of years you have worked hard with the school staff, governors and parents to make real improvements to the school, for example, creating the eco-area.

When teachers mark your work they often write comments to help you improve it. Some of these are not always as useful as they could be. I have asked your teachers to ensure that they always make comments that help you to make your work better. Similarly, I noticed that the targets that you have for literacy and mathematics do not always make clear what you need to do to take the next step in your learning. I have, therefore, asked your teachers to improve the targets as well. You can of course help yourselves then by doing what they suggest.

A major reason why your school is good is because you have a very effective headteacher who is given very good help by the enthusiastic school staff and governors. They strive to do their best for all of you. It is no surprise that your parents are really pleased that you come to this school.