

Terrington Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121616
Local Authority	North Yorkshire
Inspection number	314057
Inspection date	6 October 2008
Reporting inspector	Lesley Clark

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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	42
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	Mrs L Bradshaw
Headteacher	Mrs D McCallay
Date of previous school inspection	16 May 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	North Back Lane Terrington York North Yorkshire YO60 6NS

Age group	4–11
Inspection date	6 October 2008
Inspection number	314057

Telephone number
Fax number

01653 648340
0

Age group	4-11
Inspection date	6 October 2008
Inspection number	314057

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and achievement in mathematics; provision in the Early Years Foundation Stage (EYFS); systems to check teaching quality; pupils' personal development; and the curriculum. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes, observation of the school at work, interviews with senior members of staff and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest the school's own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This small village school takes two thirds of its pupils from outside the immediate area. Most come from socio-economically advantaged backgrounds. Almost all are White British. Half the pupils in Key Stage 2 joined the school in the last three years. The proportion of pupils with learning difficulties and/or disabilities is average. September 2008 saw significant staffing changes with the retirement of the long serving headteacher. Currently, one teacher is acting headteacher with a substantial teaching commitment and a new teacher has started in class 1. The school is involved in a pilot project with the Qualifications and Curriculum Authority and the local authority to develop a creative curriculum. It has very close links with the Ryedale Folk Museum and holds the Basic Skills award, Artsmark and Activemark.

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 outstanding features. Pupils' personal development is outstanding because an outstanding curriculum develops their individual skills, their sense of community and prepares them exceptionally well for their future lives. They turn into responsible, hard-working young people with a keen sense of citizenship and their global responsibilities. Pupils are extremely enthusiastic about school, claiming: 'Lessons are fun because we do lots of practical stuff. Lunchtimes are really good because we go outside every day and make dens and play in them.' Parents agree and most wrote to say so. A typical view is: 'a small, friendly school which produces well balanced individuals both academically and socially.' Attendance is above average and behaviour is excellent.

From an above average starting point in Year 1, pupils, including those who join the school partway through Key Stage 2, go on to reach standards that are comfortably above average by the end of Year 6 and very often well above average in English and science. Variations from year to year are small, despite the very small year groups with variable numbers of pupils with learning difficulties and/or disabilities. All do equally well. Standards are consistently higher in English and science than in mathematics. This is because an outstanding curriculum ensures that pupils read and write in a huge variety of contexts as they grow older. A strong emphasis on speaking, listening and drama, develops pupils' vocabulary and organisational skills to a high standard as well as giving them ideas to write about. Very often pupils undertake projects that have a scientific slant and so they learn from an early age to present findings logically and clearly. Pupils have frequent opportunities to work with professionals and this, in turn, extends their skills. For example, pupils joined in a multi-schools project on whaling in Whitby. This involved them in ethical debates, finding out about habitats and species and developing a film with professional animators from play scripts they had written. It is a different picture in mathematics. This is because of inconsistencies in the way calculation strategies and mental mathematics are taught. Consequently, pupils do not build up skills systematically, building on what they know and understand. An excellent system of marking in one class involves pupils in identifying what they find hard to grasp and why. This is then used by the teacher to determine what to teach next. However, this good practice is not shared elsewhere and so pupils' learning in basic numeracy skills fluctuates. The systems to check the effectiveness of learning rely on informal monitoring with few opportunities for staff to learn from each other and share good ideas. Teaching assistants spend time helping pupils to catch up, rather than their skills being used to support all learners.

It is a measure of the school's strengths that the transition under new leadership and management is seamless. Parents, governors and pupils feel the school continues to buzz with life. In part, this is due to the way the Every Child Matters agenda underpins all the school does. Pupils have an excellent understanding of why it is important to lead healthy lives. All pupils have the option of milk and fruit at break-times as well as lots of opportunities for physical exercise. Growing and harvesting vegetables, including cooking food on a campfire, sharpens their appetites and complements their work as eco-warriors', helping them to understand the importance of recycling and saving energy. Pupils of all ages radiate enjoyment of learning tempered with a keen sense of responsibility. Responsibilities range from librarians and office staff to 'buddies' and 'peer mediators' to 'cheer everyone up', as they put it. Crucially, pupils learn to take responsibility for themselves from an early age and to respect other people's needs. The school plays an important part in the local and wider communities. Pupils have many

opportunities to work with children in other schools and to take part in projects with the local museum such as building an Iron Age house from wattle and daub. This very practical, active approach to education is what makes the curriculum so distinctive and effective and helps pupils to recognise and appreciate the diversities of the world in which they live. As a result, they are lively, articulate, well balanced, energetic young people who are confident, take responsibilities as a matter of course and have a lively interest in learning. These skills and qualities certainly help them make an excellent contribution to the community.

Procedures for safeguarding pupils meet requirements. The acting headteacher gives the school clear direction based on a thorough analysis of what needs to be done next. The school's self-evaluation is accurate and areas for improvement are the right ones for the school. Governors are fully involved in checking the school's work and challenging it to do even better. They have a realistic view of the school and give good support to making changes. The school has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

From broadly average starting points children make good progress. By the end of the Reception year most meet and a good proportion exceed the levels expected, especially in personal, social and emotional development and in their early literacy skills. They are well taught and have lots of opportunities throughout the day to learn through finding out for themselves. They work well independently and together, learning to share and take turns. The post office, with its many different and exciting, colourful materials for writing, printing and stamping is extremely popular at the moment because it is based on the children's suggestion that they wanted to make cards to write and post. Teaching assistance varies from exceptionally good to satisfactory. At its best, adults discreetly observe children, noting down what they can do and then using the information to provide activities that extend their learning. Questions and talk are used effectively to develop children's skills and to encourage children to make independent choices. At its least effective, support staff make children listen for far too long and try to organise their time. By so doing, they inadvertently take away children's joy of discovery through trying things out for themselves. Children's welfare is safeguarded well and their freedom to use the well equipped indoor and outdoor environments when they choose is a strength. The provision is well led and managed.

What the school should do to improve further

- Ensure consistency in the way mathematics is taught in all year groups.
- Develop systems to share good practice and so strengthen pupils' learning.
- Provide further training for teaching assistants to update their skills and increase their effectiveness in the EYFS.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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?	1
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?	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/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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	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	2
How well does the school contribute to community cohesion?	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**

Thank you very much for the very friendly greeting you gave me when I inspected your school recently. Lots of you smiled and chatted to me and I felt comfortable and welcome. I thoroughly enjoyed finding out about the work you do and a special thanks to those who talked with me about the school. Terrington CE Primary is a good school which does some things extremely well.

These are the best things about your school.

- You do very well in English and science because you have lots of times to use new skills in very enjoyable ways such as when you work on projects with the Ryedale Folk museum and other schools.
- You learn skills that prepare you exceptionally well for your future lives because you learn through finding out for yourselves.
- You enjoy learning and taking on responsibilities and you work and play together extremely well. Your behaviour is excellent. I love the dens in the meadow and the games in the willow house.

There are three things I have asked your school to do next, to make it even better.

- You all should be taught mathematics in the same way so when you change teachers or classes you continue to build on what you know and understand.
- Your teachers should find ways of sharing their best ideas to help you all learn as well as you can.
- The adults who help your teachers also need to go on courses and have training like the teachers so they can find out the best ways of helping you all to learn.

I hope you continue to have a great time at Terrington and continue to make more DVDs of your exciting projects.