

Eppleby Forcett Church of England Primary School

Inspection report

Unique Reference Number	121490
Local Authority	North Yorkshire
Inspection number	327498
Inspection dates	24–25 June 2009
Reporting inspector	Gordon Potter

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)	43
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 B Jones
Headteacher	Mr S Kirby
Date of previous school inspection	15 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Eppleby Richmond North Yorkshire DL11 7AY
Telephone number	01325 718298

Age group	4–11
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Fax number

01325 718298

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This very small school serves a rural area. All pupils are from White British backgrounds. The school serves an area of social advantage. A very small proportion of pupils are eligible for a free school meal. A below average proportion of pupils have learning difficulties and/or disabilities. The school has Healthy School and Activemark awards. Children enter the Reception class in the autumn term and are taught in a class which includes Key Stage 1 pupils.

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 and improving school where pupils have good personal development and make increasingly good progress because they are well cared for and teachers strive to make learning fun. Recent initiatives to improve the quality of teaching and learning and the way pupils are helped to understand how to improve their work are beginning to have an impact on raising achievement. As parents say, 'our children are happy and feel valued, safe and respected in a wonderful family orientated ethos'. However, the school recognises that these improvements are in the early stages and have yet to have a significant impact on raising standards across the school.

Strengths of learning include the ways pupils enjoy tasks which encourage them to investigate and to work collaboratively with others. Good teaching uses a range of strategies to help pupils to gain and consolidate knowledge. Occasionally, lessons lack a clear focus so that pupils are not clear about what they are learning and how to make small step by step improvements in their work. Mostly, pupils are engaged in a range of stimulating activities which are increasingly well matched to their age, ability and interests. However, some opportunities are missed to help pupils see the links between subjects and to develop their basic skills, including writing, in all areas of the curriculum. Children enter school with skills which are broadly in line with those expected for their age. Inspection evidence shows that standards are improving across the school. The end of key stage results are typically broadly in line with national averages but the results of the 2008 assessments for Year 2 showed that standards were above average with some pupils making outstanding progress from their starting points. Pupils in Year 6 are in a strong position to achieve average standards. This reflects their their recent good progress which has not yet been rapid enough to overcome previous underachievement.

Good relationships and sensitive support from a caring staff promote good levels of personal development. Pupils know that there is always someone to turn to if they need help. Attendance is outstanding. Pupils' behaviour is good and contributes to their enjoyment of school. Pupils readily take on responsibilities, such as being school council members or playground helpers. Pupils develop a good understanding of how to keep healthy and stay fit, as the school strongly promotes these aspects. The school's strong focus on developing pupils' academic and personal development, including an impressive focus on information and communication technology (ICT) gives them a good preparation for their future economic well-being. Pupils' spiritual, moral, social and cultural development is good and is based on a love of the local environment and a clear understanding of faiths and cultures other than their own.

Leadership and management are good. The headteacher has a clear understanding of the school and what needs to be done to improve it further. Staff work together extremely closely to ensure that the needs of individual pupils are met. There is a clear understanding of the school's strengths and weaknesses. Governance is good because governors are challenging the school to raise standards. Based on the improvements made since the last inspection and the clear focus on initiatives which have raised achievement, the school has good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The knowledge and skills with which children enter the Early Years Foundation Stage vary in this small school but they are generally in line with what is expected nationally for their age.

Children make good progress and enter Key Stage 1 with skills which are average to above depending on their starting points. Children benefit from being in a class with older children as this helps them to achieve good personal development. They share and learn confidently together. Relationships are strong and engender self-reliance and a love of learning. This is because excellent induction and welfare arrangements help children to settle and thrive in the warm and supportive environment. Good leadership ensures that children learn in a vibrant and interesting environment in which teaching is good. This is because the systems and procedures in place are securely based on the knowledge of how young children learn and develop. Pupils with learning difficulties and/or disabilities and those who are vulnerable are well supported. Safeguarding and welfare have a high focus and ensure that children are safe and well cared for. Observations and assessments are used effectively to support and extend children's learning and identify areas for improvement. Well planned activities indoors and out are increasingly based on children's own interests and help children to learn new things easily and confidently. There is a strong focus on developing sounds and letters and pupils make rapid progress in the development of early reading skills. Standards of behaviour and independence are strong and children are very focused on their activities which they enjoy. They show good creative development and are confident users of ICT.

What the school should do to improve further

- Develop the curriculum so that pupils can see the links between subjects and can develop skills, including their writing, in all areas of learning.
- Ensure that lessons have a clear learning focus and enable pupils to understand the small step by step improvements they can make in their work.

Achievement and standards

Grade: 2

Standards are broadly average and achievement is good. From starting points which are in line with national expectations, children make good progress in the Early Years Foundation Stage and also in Years 1 and 2. In this small school cohorts vary. However, by the end of Key Stage 1, pupils achieve standards which are typically above average. The test results in 2008 for 7 year olds showed that standards were above average and that some pupils had made outstanding progress from their starting points. The test results in 2008 for 11 year olds showed that standards were broadly average and this represented satisfactory progress for these pupils. Data held by the school and inspection evidence indicate that pupils in all year groups are now making good progress. Standards are rising across the school but recent good progress has not been rapid enough to overcome a legacy of underachievement. There is evidence of pupils' good achievement in the humanities and arts. Pupils with learning difficulties and/or disabilities make good progress as a result of effective intervention to meet their needs.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good. Pupils show good levels of spirituality and strong cultural awareness. This starts with an appreciation of the beauty of the local area and extends to an understanding of other faiths so that pupils enjoy visits to different places of worship, including Hindu and Sikh temples and York Minster. They are encouraged to care for one another and for others less fortunate than themselves so that they are polite, helpful and supportive of one another. Accordingly, they feel safe and well cared for. Pupils speak of

their school with loyalty and pride because they enjoy their lessons and like their teachers. This is reflected in high levels of attendance. Behaviour is good in lessons and around the school. A range of external accreditation and awards shows the high quality of personal development in sport and health. Pupils make a significant contribution to the school community through the school council. They have a high profile in the local community through musical performances and residential visits to the local hall. They have good ICT skills and work confidently in groups. These and the many other skills they acquire mean that pupils are well prepared for the next phase of their education.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan lessons well so that pupils experience a range of activities which are increasingly well matched to pupils' ages, abilities and interests. Teachers have good subject knowledge and effective demonstrations help pupils to learn well. Teachers employ a range of strategies, including games and artefacts, so that lessons have pace and enthuse pupils so that they enjoy learning and make good progress. Teachers use ICT well, including interactive whiteboards, to involve pupils in their own learning and to develop their research and data analysis skills. Teachers ensure that pupils know what they are to do in lessons. Occasionally, it is not clear enough what they will learn so that some lessons lack a clear focus and pupils are not clear about the success criteria against which their work will be assessed. This makes it hard for them to know the small steps they need to take to improve their work. Teachers use questions well to ascertain what pupils already know and to check what they have learned, but questioning is less effective in extending pupils' thinking. Teachers and teaching assistants support pupils and groups of pupils well so that they make good progress.

Curriculum and other activities

Grade: 2

The curriculum has a strong emphasis on the development of skills in literacy and numeracy and there is a comprehensive coverage of skills in ICT. There is a strong commitment to music and art. Pupils enjoy singing and they all play a musical instrument and have produced some fine paintings based on the work of Picasso. The curriculum is increasingly planned so that pupils can learn actively, develop a range of life skills and become independent learners. However, this approach is new and occasionally opportunities are missed to enhance pupils' basic skills through helping them to see the links between subjects or to develop their writing skills in subjects other than English. While the school teaches French to pupils in Key Stage 2 and there is much work about different faiths and life in other countries, opportunities are missed to develop links that would promote pupils' global awareness. An extensive range of activities outside the classroom contributes significantly to pupils' enjoyment of school. A strong programme of extra-curricular activities in sport and the arts is enjoyed by many pupils.

Care, guidance and support

Grade: 2

Pupils benefit from the excellent quality of care by all staff. Their safety is given the highest priority and all procedures related to maintaining pupils' safeguarding and child protection meet current requirements. Pupils with learning difficulties and/or disabilities and vulnerable

children receive high quality support. Provision is well planned and progress is carefully monitored, resulting in these pupils making good progress. Effective transition arrangements are in place so that children are well prepared for their move to secondary schools which are some distance away. Academic guidance is satisfactory and recent initiatives ensure that targets are well used so that pupils know at what level they are working and what they must do to reach the next level and this is helping to raise standards.

Leadership and management

Grade: 2

The headteacher has recognised that more rapid progress by pupils is needed to complement the good levels of care and personal development. He is ably supported by the Early Years Foundation Stage and Key Stage 1 leader so that recent initiatives in assessment, the use of data to plan work and set challenging targets and improvements to teaching and learning are beginning to have an impact on achievement. Senior leaders have a clear view of what needs to be done to improve the school further and understand that recent improvements are still to be tested over time in order to have a more significant impact on raising standards. Governors have a strong understanding of the strengths and weaknesses of the school and are closely involved in monitoring what happens in classrooms. There is a strong commitment to community cohesion which has impacted on pupils' good spiritual and cultural development. Most parents support the work of the school and the way it cares for the social, personal and academic needs of their children.

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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	3
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?	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	1
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?	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

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**

Thank you so much for making me welcome when I inspected your school. Eppleby Forcett Church of England Primary School is a good school. The staff care for you extremely well. They help you to enjoy your learning because they try to make your lessons fun and effective, and they arrange many exciting activities for you to do.

I think that you, the pupils, are a credit to the school. I was pleased to see that you work very hard and do your best. I think that you behave very well and you look after one another admirably. You are very polite and helpful and I enjoyed talking to you about your school. You told me that you look forward to coming to school because you enjoy your lessons and appreciate the activities the school provides for you. You particularly enjoy activities which involve you in trips to museums, churches and temples. Your attendance is excellent. Your parents and carers like the school very much, especially the way in which your teachers care for you and help you to enjoy your learning.

The way your school is led and managed is good. Leaders and staff know the school well and their work is making the school become increasingly effective for you. We have asked your teachers to do two things to make your school even better.

- Develop the curriculum so that you can see the links between subjects and can develop skills, including your writing, in all areas of learning.
- Ensure that it is clear to you what you are learning in all your lessons and that you know what to do to improve your work.

You can help by continuing to do your very best – as I am sure you will.

Thank you for all your help and I wish you every success in all you do in the future.