

Goldsborough Church of England Primary School

Inspection report

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| Unique Reference Number | 121562 |
| Local Authority | North Yorkshire |
| Inspection number | 327514 |
| Inspection dates | 3–4 March 2009 |
| Reporting inspector | Mrs Kathryn Dodd |

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 69 |
| Government funded early education provision for children aged 3 to the end of the Early Years Foundation Stage | 10 |
| Appropriate authority | The governing body |
| Chair | Mrs D Barnes |
| Headteacher | Miss J Wrathall |
| Date of previous school inspection | June 2006 |
| School address | Goldsborough Nr Knaresborough North Yorkshire HG4 8NJ |
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| Inspection date(s) | 3–4 March 2009 |
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Introduction

This pilot inspection was carried out by one Additional Inspector. The inspector visited six lessons and held meetings with the headteacher, with staff, including subject coordinators, the chair of the governing body and a group of pupils. Further informal discussions were held with pupils during lessons and at playtime and with parents at the start of the school day. The inspector observed the school's work, and looked at a range of documents, the school improvement plans, the systems that track and monitors pupils' progress, a sample of pupils work in their books and a sample of annual pupil reports sent to parents. The inspector analysed 32 parental questionnaires.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the attainment of children when they start school in the Early Years Foundation Stage, and their progress
- pupils' achievement and the standards reached by Year 6
- the quality of teaching and learning, particularly how effectively teachers use information about what pupils know and can do to plan work that matches their varying ages and capabilities
- the quality of the curriculum, including improvements since the previous inspection
- the school's records of pupils standards and progress and how effectively leaders and managers at all levels use this, and other performance information to influence their monitoring activities, improvement planning and self-evaluation
- how well parents are informed of their children's attainment, progress and next learning steps.

Information about the school

Almost all the pupils at this much smaller than average sized rural school are from White British family backgrounds. The proportion of pupils entitled to free schools meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is also well below average. All pupils are taught in mixed age classes. Provision is made for the Early Years Foundation Stage in the mixed Reception/Year 1 class. The school has recently achieved the national Healthy Schools Award. The headteacher is due to retire at the end of the summer term 2009. The governing body has appointed a new headteacher for September 2009.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

This is a satisfactory school, providing satisfactory value for money. It has some good features, such as pupils' personal development, the quality of support, guidance and care, and the range of activities that enrich learning. In this happy, friendly and welcoming school, pupils behave well and have good attitudes to learning. The curriculum although satisfactory does much to contribute to the pupils' enjoyment of their learning. Pupils talk knowledgeably about how to keep healthy and safe. They are especially keen to contribute positively towards their school community and are well prepared to be responsible, confident and mature young adults of tomorrow. Parents are generally pleased with most aspects of the school's work. They appreciate the quality of care, particularly for those who find learning difficult. However, many say that they feel insufficiently well informed about the standards their children reach, their rate of progress and their next learning steps.

By Year 6, pupils reach above average standards. This reflects satisfactory progress from their above average starting points. The quality of teaching and learning is satisfactory overall. More frequent teacher assessments now take place and indicate clearly what pupils already know and can do. As yet however, teachers do not always make the most of this information to plan and provide work that matches pupils' varying capabilities, particularly to challenge the more able pupils in mathematics and writing or to engage pupils fully in understanding their next learning steps.

Leadership and management are satisfactory. Since the previous inspection, the school has moved forward at a steady rate. Although some aspects of the school's work are good, pupils' academic progress and the quality of teaching and learning and the curriculum remain satisfactory. A contributory factor to this is that the skills of staff at all levels in reviewing school and pupil performance and in monitoring the quality of provision are underdeveloped. This is why some aspects of their self-evaluation are overgenerous. There is a satisfactory capacity to continue to improve.

What does the school need to do to improve further?

- Accelerate pupil progress by ensuring teachers make better use of assessment information to plan work that is always matched to the pupils varying abilities,

particularly to:

- challenge the more able pupils to reach higher standards, especially in mathematics and in writing
 - improve pupils understanding of how well they are getting on and their next steps in learning.
- Extend the skills of staff at all levels, including in the Early Years Foundation Stage, so they review the school's performance, monitor provision and contribute more effectively to self-evaluation and improvement.
 - Strengthen the partnership with parents by ensuring they are well informed about their children's attainment, their rate of progress and their next learning steps.

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

How good is the overall outcome for individuals and groups of pupils?

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Pupils, including children in the Early Years Foundation Stage and those with learning difficulties and/or disabilities make satisfactory progress overall throughout the school. Generally pupils' starting points are above average. Very small numbers of pupils in each year group means that results in national tests and assessments can vary from year to year. In recent years however, standards of attainment by the end of Year 6 have typically been above average although standards are higher in reading and science than in mathematics and writing. School data shows that in mathematics, for example, the proportion of pupils reaching the higher levels of attainment at the end of Year 6 in 2008, fell short of the national average and school target.

Pupils' spiritual, moral, social and cultural development is good. Pupils are well behaved and care exceptionally well for one another. They say that they, 'all know one another really well and so are all friends together'. Pupils enjoy school and this is reflected in their good attendance. They speak confidently and sensibly about how to keep themselves safe, for instance when crossing the road to the cricket pitch. There is a strong school community spirit. Pupils relish the many opportunities they have to make their school a happier, healthier and safer place to learn. For example, the older pupils enthusiastically help with the day to day running of the school. Effective links within the locality, such as with the church and local businesses enable pupils to make an effective contribution to the local community. The pupils take part in the annual Young Musician of the Year concert. They participate enthusiastically in a good range of activities to help raise funds for both school improvements and for others less fortunate than themselves.

These are the grades for pupils' outcomes

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| Pupils' attainment ¹ | 2 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with learning difficulties and/or disabilities and their progress | 3 |
| How well do pupils achieve and enjoy their learning? | 3 |
| To what extent do pupils feel safe? | 2 |
| How well do pupils behave? | 2 |
| To what extent do pupils adopt healthy lifestyles? | 2 |
| To what extent do pupils contribute to the school and wider community? | 2 |
| Pupils' attendance | 2 |
| How well do pupils develop workplace and other skills that will contribute to their future economic well-being? | 2 |
| What is the extent of pupils' spiritual, moral, social and cultural development? | 2 |

The quality of the school's work

The quality of teaching is satisfactory, although there are some pockets of good practice. Warm relationships, good organisation, encouragement from support staff and adept use of the computerised whiteboards are good features of lessons. Pupils behave well and are attentive. Information about what pupils know and can do is now collected more regularly. However, this information is not always used sufficiently well to ensure that work is planned to match the wide range of learning needs in each class. This occasionally results in activities that pupils find too easy, particularly for the more able pupils. Pupils' understanding of how well they are getting on and their next learning steps is developing appropriately.

The curriculum is satisfactory with some good elements, for example, the range of high quality extra curricular activities on offer. Creative links in learning between subjects, such as writing about life in a Victorian workhouse, help to enliven learning and contribute to pupils' enjoyment. Pupils' good understanding of how to keep healthy is reflected in their success in achieving the national Healthy Schools Award. The timetable provides an appropriate balance between subjects, placing a sufficient emphasis on literacy and numeracy. Recent curriculum changes in mathematics are helping to address weaknesses in pupils' problem solving skills.

The support, guidance and care provided are good. Staff know pupils particularly well and this enables them to provide caring and sensitive pastoral support at the right time. New starters in Reception and those who join the school partway through their primary education, settle into school life easily.

These are the grades for the quality of provision

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| High quality teaching and purposeful learning | 3 |
| Effective assessment | 3 |

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

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| An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations | 3 |
| Support, guidance and care | 2 |

How effective are leadership and management?

By working together, the headteacher, staff and governors, have brought about steady improvement since the previous inspection.

Recently, steps have been taken aimed at improving the arrangements for collecting and recording information about pupils' standards and progress. Staff at all levels are well aware however, that their skills in reviewing this information and other school performance data are not yet sharp enough. As a result this information is not yet used effectively to:

- pinpoint variances in pupils' performance across classes, subjects and groups of pupils
- influence actions to monitor the quality of provision
- shape improvement priorities and influence self-evaluation.

The school places a strong emphasis on inclusion and care for all pupils, thus enabling new and vulnerable pupils to settle quickly into the school community. Safeguarding procedures are good, contributing to the confidence that pupils and parents have in the quality of the schools care. Effective partnerships are forged beyond school, such as with other nearby schools, the church, local professionals and businesses. These help to promote pupils' good personal development and enjoyment of school. Partnerships with parents are satisfactory. The school makes a satisfactory contribution to community cohesion. Stronger links are forged within the locality than further a field. The quality of governance is good. Governors have a very sensible and realistic view of the schools effectiveness. They are well aware of its strengths and precisely what is needed to bring about improvement, such as improving the quality of teaching and learning, extending the skills of leaders and managers and accelerating pupil progress. With the retirement of the headteacher imminent, they have used their knowledge and skills astutely to establish clear criteria upon which to plan the future direction of the school.

These are the grades for leadership and management

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| Communicating ambition and driving improvement | 3 |
| Promoting equality of opportunity and tackling discrimination | 2 |
| Ensuring that safeguarding procedures are effective | 2 |
| Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met | 2 |
| Promoting the school's relationship with parents and carers, including their involvement in decision making about matters relating to learning and well-being | 3 |
| Developing partnerships with other providers, organisations and services | 2 |
| Ensuring the school contributes to community cohesion | 3 |

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| Deploying resources to achieve value for money | 3 |
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Early Years Foundation Stage

When children start in the Early Years Foundation Stage, their skills are generally above those typical for their age. Children come to school ready to learn. The warm, safe and caring environment encourages children to settle happily and discover that school is enjoyable. As a result of the satisfactory teaching and learning and the satisfactory curriculum, children make steady progress. When they start Year 1, children are working beyond the levels expected nationally. Children's personal, social and emotional skills are above those expected. Adults offer effective support to help children learn to develop their skills of independence. Children are confident and behave well. Through effective questioning and encouragement, children make good progress during activities when working alongside adults. Leadership and management are satisfactory. Recent developments to the learning environment outdoors are successfully helping to ease the space limitations in the classroom. A watchful eye is kept on how well individual children are doing, so daily activities take account of their learning needs. However, staff do not always make the best use of this information to find out where or how teaching and the curriculum might be fine-tuned to accelerate children's progress.

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| How good are the outcomes for children in the Early Years Foundation Stage? | 3 |
| What is the quality of provision in the Early Years Foundation Stage? | 3 |
| How effectively is the provision in the Early Years Foundation Stage led and managed? | 3 |
| Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage? | 3 |

Views of parents and carers

Parents who returned questionnaires and those who spoke to the inspector during the inspection are supportive of most aspects of the school's work. They particularly appreciate the schools caring, warm and welcoming approach, the support offered to pupils in need of additional support, such as those with learning difficulties and/or disabilities, and those who join the school partway through their primary education. Nevertheless, despite recent steps taken by school leaders to consult with parents about the arrangements to communicate information about how well their children are getting on, many parents say they still do not feel sufficiently well informed, either verbally or in writing. The inspection evidence supports this view. Further steps are needed to address parents' ongoing concerns.

What inspection judgements mean

| Grade | Judgement | Description |
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| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate. |

Common terminology used by inspectors

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| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a Key Stage with their attainment when they started. |
| Achievement: | an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |

5 March 2009



Dear Pupils

Inspection of Goldsborough Church of England Primary School, Goldsborough, HG4 8NJ

Thank you so much for the very warm and friendly welcome you gave me when I inspected your school and for making me feel like part of your school community. I enjoyed meeting you all and finding out about your school, and your views. I am writing to let you know what I found.

Your school provides you with a satisfactory education. By the time you leave at the end of Year 6, the standards you reach are above those expected. Your school has a number of good features. I was particularly pleased to:

- see your good behaviour
- see how well you all get along together and care for one another, particularly the younger children and those who have just joined the school
- hear how much you know about how you can keep yourselves healthy, such as joining the football club that Year 6 pupils promoted in assembly
- know how clear you are about how to keep yourself safe, for instance when crossing the road to the cricket pitch
- know that all the adults care and support you well, particularly if you are having difficulties or are worried
- hear about the many opportunities you have to learn outside of lessons, such as on trips and taking part in clubs, which help you to enjoy school.

So that your school gets even better, I have asked that some improvements be made so that you learn more quickly. These are to make sure that:

- your work is always just at the right level for you - never too easy or too hard, so that you can show everyone what you are capable of, especially those of you who can attain highly in mathematics and writing
- staff improve their skills in checking that you are all doing as well as you could be
- your parents are told more about what you can do, how much progress you are making and what you need to do next to reach your targets.

You can help your school by making sure that you tell your teachers if your work is too easy or too hard, by making sure that you always know how well you are getting on and by always checking what you still have to do to reach your learning targets. Of course, you should continue to try your best in everything that you do.

Best wishes

Kathryn Dodd
Lead inspector

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