

Knayton Church of England Primary School

Inspection report

Unique Reference Number	121506
Local Authority	North Yorkshire
Inspection number	331413
Inspection dates	5–6 November 2008
Reporting inspector	Pat Kime HMI

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.

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	85
Appropriate authority	The governing body
Chair	Mrs C Mullins
Headteacher	Mr A J Keane
Date of previous school inspection	March 2006
School address	Stockton Road Knayton Thirsk North Yorkshire YO7 4AN
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited nine lessons and held meetings with staff, pupils and the chair of the governing body. She observed the school's work and looked at documentation provided by the school, such as the school development plan and records of pupils' progress and test results. The inspector also analysed the 53 questionnaires returned by parents.

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

- pupils' progress in writing
- how well pupils' needs are met in mixed age classes
- boys' achievement
- the teaching of science
- provision for children in the Early Years Foundation Stage (EYFS), which at Knayton is children in the Reception year.

Information about the school

Knayton Church of England Primary School serves a generally advantaged rural area, consisting of villages and outlying farms. Because numbers are small, all but one of the classes cater for two year groups. Compared with other schools the proportion of boys (60%) is high. There are 12 children in the Reception year and they are taught with the Year 1 pupils. 'Wrap around care' before and after school is available through the school's close links with the on-site Nursery and playgroup. This provision is not managed by the school and is subject to separate inspection arrangements. The school holds several awards and accreditations, including Investors in People, Healthy Schools and the Football Association charter mark. The headteacher is moving on and his successor has been appointed to take over in January 2009.

Further information about the school

	School's figures	School's figures compared with other schools
School size	85	Smaller than average
Free school meals	0%	Well below average
Proportions of pupils with learning difficulties and/or disabilities	16%	Below average
Proportion of pupils from minority ethnic groups	2%	Well below average
Proportion of pupils who speak English as an additional language	0%	Well below average
Proportion of pupils with a statement of special educational needs	1%	Average

Inspection judgements

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

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Knayton Church of England Primary School serves its pupils well. It is a happy, friendly school where pupils enjoy learning. The teaching is good and pupils do well in their school work and their personal development. By the end of Key Stage 2, attainment is above average overall, although in writing it lags behind reading and mathematics. The school has improved since it was last inspected and it is well placed to continue getting better.

What does the school need to do to improve further?

- Improve pupils' achievement in writing in Key Stage 2 and increase the proportion of pupils who reach an above average standard for their age by the end of this key stage.
- Develop the subject leader role in the non-core subjects.
- Provide more opportunities for pupils to develop understanding and appreciation of cultural, ethnic and racial diversity.

How well does the school meet the needs of individuals and different groups of pupils?

2

Pupils achieve well academically and in their personal development. Usually, when they start in Reception, most children can do what is typical for their age. By the end of Year 6, academic standards are above average. Attainment has risen in all key stages since the last inspection and, at the end of Key Stage 2, it has been at least above average consistently since the last inspection. Last year boys' attainment improved noticeably.

Many of the pupils are bright children who make rapid progress when they start school. So, at the start of Year 1, almost all pupils are at the standard expected for their age and many are ahead of it. Pupils make good progress in Key Stage 1. Attainment in this key stage has risen over the last three years. In 2008, the Year 2 pupils' attainment was well above average in writing and mathematics and above average in reading.

At Key Stage 2, attainment in mathematics and science improved in 2008 and a very good proportion of pupils reached an above average standard for their age in mathematics. In English, attainment in reading was very good with nearly three-quarters of pupils at an above average level. In writing, however, not enough pupils reach a high standard. A small number of boys in lower Key Stage 2 have been accurately identified as being at risk of underachieving. These pupils are now progressing well.

Pupils' good attendance and behaviour support their learning well. Pupils' spiritual, moral and social development is good, but cultural development is simply satisfactory. This is because, despite significant strengths in music and art, and in pupils' contribution to local community life, their awareness of cultural diversity is less well-developed.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
Pupils' attainment ¹	2
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
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
Pupils' attendance and punctuality	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

The quality of the school's work

Pupils' good achievement is founded on the very good relationships between pupils and staff within purposeful, well organised, lessons and on a carefully planned curriculum.

In nearly all the lessons seen, teachers tailored work well to the varied learning needs of pupils in the mixed age classes. They targeted questions skilfully to match the level of challenge needed by individual pupils. In the most effective lessons, teachers' very good subject knowledge helps them to spark pupils' enthusiasm for the subject; focus on the most important things to enhance pupils' understanding and thereby move learning on; and to explain work precisely and accurately. In such lessons pupils concentrated intently and tried extremely hard.

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

The curriculum is properly planned to ensure that, despite mixed age classes, two of which straddle key stages, pupils cover all that they should. There is a wide range of activities beyond lessons. Pupils particularly enjoy the choir, where staff and adults from the local community learn and perform with them. Staff are well-attuned to individual pupils' needs and they provide sensitive support to develop confidence and self-belief as well as additional teaching for those who, for whatever reason, find learning difficult.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment and academic guidance	2
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	2
Support, guidance and care	2

How effective are leadership and management?

Good leadership and management have brought about improvement. The school has improved most areas of its work since the previous inspection and no areas have declined in quality. The school's good capacity to improve further is evident from its success over the last two years and the vision and commitment of the staff and very strong teamwork.

A well-planned programme of regular assessments enables staff to keep a close eye on pupils' progress. The headteacher and the subject leaders for the core subjects (English, mathematics and science) track pupils' progress regularly. They quickly spot any who are slipping behind or are at risk of not meeting their targets and take appropriate action. The school deals well with any pockets of underachievement that arise. For example, the school has created a small class for some pupils in Year 4 who have not done as well as they could. This is proving successful in speeding up their progress.

The core subject leaders are active and effective. They regularly monitor and evaluate pupils' work and the quality of teaching and they help to develop their colleagues' skills. Their findings feed directly onto the priorities in the school's plan for improvement. For most of the other subjects, leadership and management is less active and effective. The governing body is now up to full strength and its capacity is developing. However, few governors have taken up opportunities for training. Governors understand performance data and are aware of the school's strengths and areas for development. They comment on the plans for improvement and challenge the school on some matters. That said, the governing body is overly reliant on the staff for information about the school's effectiveness and governors have little involvement in shaping the strategic direction for the school.

The promotion of community cohesion is simply satisfactory because, despite several good features, pupils have relatively few opportunities to work with others from different backgrounds or to develop their appreciation and understanding of diversity. The school had not given sufficient priority to complying fully with

government requirements in relation to safeguarding pupils, but the shortcomings pointed out by the inspector were rectified promptly.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children get a good start in Reception. They settle into school life well. At the beginning of the year most of the children can usually do what is typical for their age. They make good progress from this starting point and, for most children, by the end of the year, attainment exceeds the standard expected for their age in all areas of learning. They are well-prepared to tackle the Key Stage 1 programme of work and the mixed age class facilitates an early start on such work for the most able children.

Children make particularly good progress in personal, social and emotional development. Staff keep a good check on children's learning. Their assessments show that attainment has improved over the last two years. The curriculum covers all the required areas of learning and the direct teaching is mostly good. The teaching of early reading and writing, including phonics, has sharpened up and is of a generally good quality. Nonetheless, the staff could do more to support children's progress, across the areas of learning, through planned play activities indoors and out.

Good support is provided for any children who find learning more difficult than most, or who are at risk of falling behind. There have been changes to the staffing but the two part-time teachers and the support staff have now established their roles and responsibilities and ensured the EYFS curriculum is covered. They have benefited from training about recent developments in the EYFS and have implemented them conscientiously. The time is now ripe to develop leadership and management of this key stage to further improve and enrich the quality of provision.

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 the children in the EYFS promoted?*	2
How effectively is the provision in the EYFS led and managed?*	3

* Common judgements made across all inspections of the EYFS

Views of parents and carers

The majority of parents are happy with the school and several commented on the friendly atmosphere. Parents are particularly positive about their children's enjoyment of school. The vast majority believe the school keeps pupils safe and helps them to be healthy. On other matters parents' views, though positive overall, are more mixed. A minority of parents are not satisfied with communication. They feel they do not get enough information about their children's progress and that the school does not take enough account of suggestions or concerns.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2006-7, 14% 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 2006-7, 46% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing for its pupils suitably. In 2006-7, 34% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2006-7, 6% of schools were judged inadequate.

Common terminology used by inspectors

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.



7 November 2008

Dear Pupils

Inspection of Knayton Church of England Primary School, YO7 4AN

I visited your happy, friendly school recently. I came to see how well you are all learning. I enjoyed my two days with you. Thank you for making me feel welcome and for talking to me about your work and life at school.

I agree with you that Knayton is a good school. You are taught well and you make good progress. On the whole, you do best at mathematics, reading and science but your writing is not quite as good.

The adults help you to grow up well, to learn how to keep healthy and safe, to be responsible, to care for others and to make your contribution to community life. You have plenty of clubs after school. A highlight of my visit was seeing so many of you in the choir, practising enthusiastically along with some of the staff and parents. You sing very well. Music is a real strength at your school.

Before I came I wondered how the mixed age classes would work. They are fine. I found that the teachers have worked really hard to make sure that you all get work that is pitched right for you.

The staff and the school's governors want to make your school even better. I have suggested that they focus particularly on three things:

- helping you to do better at writing
- helping you to know and understand more about cultural, ethnic and racial diversity
- the way they decide what to do to make sure you do well in all the subjects, like they have in English, mathematics and science.

For you, the most important things are to carry on working hard and enjoying school, making your contribution to school life and growing into caring and responsible young people. I am sure you will have some good ideas to help improve your school further and you will be able to suggest them through the school council.

You all have my very best wishes for the future.

Yours sincerely

Pat Kime
Her Majesty's Inspector

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