

Bubwith Community Primary School

Inspection report

Unique Reference Number	117878
Local Authority	East Riding of Yorkshire
Inspection number	339092
Inspection dates	2–3 March 2010
Reporting inspector	Wendy Ripley HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Mrs Jackie Houlder
Headteacher	Mrs Elaine MacCallum
Date of previous school inspection	7 November 2006
School address	Church Street Bubwith Selby YO8 6LW
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors spent around two-thirds of their time looking at learning. This included observing all of the school's teachers at work in the classroom through six visits to lessons. Inspectors also held meetings with parents, staff, and groups of pupils. They looked at a range of documents including the work pupils were doing in their books, minutes of governing body meetings, the school's planning and monitoring activities, assessment information and analysis, and questionnaires from 53 parents, 43 pupils and 13 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- outcomes for learners especially their attainment and progress
- the quality of pupils' learning and their experiences while at school
- the quality of assessment and how well it supports pupils' learning
- the Early Years Foundation Stage
- the effectiveness of leadership and management in promoting improvement since the last inspection.

Information about the school

This very small school serves the village of Bubwith and the surrounding rural area. The proportion of pupils who are eligible for a free school meal is well below average. Overall, there is higher proportion of girls in the school than is usually found, although the ratio of boys to girls does vary in each year group. The vast majority of pupils come from White British families and speak English as their first language. The proportion of pupils with a statement of special educational needs is above average, but overall there are fewer than average with special educational needs and/or disabilities.

Children in the Early Years Foundation Stage, start in the Reception class in the academic year in which they are five. With the exception of the Reception class, pupils are taught in mixed-age classes. One class provides for pupils in Key Stage 1 (Years 1 and 2), another for lower Key Stage 2 (Years 3 and 4) and a third for upper Key Stage 2 (Years 5 and 6). The school holds the Activemark and Healthy School status. Half of the teachers joined the school in the last 18 months.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Bubwith Primary is an outstanding school because as parents explain, 'nothing is too much trouble, more caring committed and enthusiastic staff would be hard to find and the children's well-being, safety and education are always the top priority'. Led by an outstanding headteacher, knowledgeable and dedicated staff provide a high quality educational experience and an exemplary standard of support, care and guidance for all pupils. Relationships between all members of the school community are excellent. These result in a warm, calm and productive atmosphere that establishes a very effective climate for learning and ensures that pupils feel safe and secure in the knowledge that there is always someone they can go to should a problem arise.

Provision in the Early Years Foundation Stage is good. Children get off to a flying start, developing their confidence and abilities through a good range of carefully planned independent and adult-led activities. They continue to make good and sometimes outstanding progress as they move through the school. The school achieves above average standards by the end of Key Stage 2. Pupils' progress is well supported by teaching which is consistently good with some outstanding features. Teachers and teaching assistants are extremely effective in promoting confident and independent learners. Assessment systems are rigorous. The information generated is used very effectively to inform planning so that individual and group learning targets can be set, and to ensure that activities provide the right amount of challenge to meet pupils' differing needs and abilities. Teachers' in every class apply the school's marking scheme consistently and feedback to pupils about how they can improve their work is of a very high standard. Pupils' progress against targets in all subjects is tracked meticulously and staff intervene quickly if pupils are not achieving as expected. All of these actions ensure that every pupil has an equal opportunity to do well. The curriculum is good overall, and effective planning ensures there are plenty of opportunities to reinforce the basic skills of literacy, numeracy, and information and communication technology (ICT).

Pupils are a delight. They are confident, inquisitive and polite and show great consideration and care towards others. They have very positive attitudes to school and are not afraid to ask questions or initiate conversations with adults and each other. Behaviour and attendance are exemplary, demonstrating the pupils' enjoyment of their time at school and their eagerness to do their very best. Pupils have a good understanding of the importance of leading a healthy lifestyle. Their spiritual, moral and social development is good. Staff take the views of the pupils seriously and encourage them to lead on some school activities such as the development of the agility trail, the purchase of outdoor play equipment and the books they would like in the library.

The headteacher's leadership is strong and effective. The teaching staff and the higher

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level teaching assistant (HLTA) work together as a 'learning team' and undertake key management responsibilities such as school planning alongside the headteacher. Their detailed and focused collaboration has led to sustained improvements in standards and the quality of provision and indicates outstanding capacity to improve even further. The headteacher and staff, well supported by the governing body and the 'friends of the school' have made considerable improvements to the learning environment; most notably refurbishing and enlarging some rooms and the development of excellent facilities for ICT. The provision of hot school meals from September 2009 has been a great success with pupils and parents alike. Outside areas for Key Stage 1 and Key Stage 2 pupils have also been improved. These pupils are now able to explore and play with an increased range of fixtures and games equipment. The outside area for children in the Early Years Foundation Stage, however, is cramped, drab and uninviting and, consequently, does not promote learning and play effectively.

What does the school need to do to improve further?

- Improve the outside area for the Reception class as quickly as possible so that it provides an attractive environment and an exciting and stimulating range of activities that encourage children to use it and makes a more effective contribution to their learning and play.

Outcomes for individuals and groups of pupils**1**

Pupils make good and sometimes outstanding progress in lessons. They pick up on the high expectations and aspirations that the staff have for them and relish opportunities to participate in their own learning through paired and group work such as evaluating their own and each others' work. All pupils spoken to expressed their wholehearted enjoyment of school, consequently, they approach their learning with enthusiasm and sustain remarkable levels of focus on their tasks from a very early age. The way in which pupils work with each other and with teachers in their lessons is outstanding. Pupils' behaviour in lessons and around the school is exemplary. They help each other, listen carefully and respond to the teachers' directions swiftly, and speak up confidently with ideas and comments or to ask pertinent questions.

Despite some fluctuations from year to year because of the small numbers involved in each year group, there has been an upward trend in attainment over the last three years. Pupils make good progress as they move through the school and by the end of Key Stage 2, the school's national test results are above average in English and mathematics and broadly average in science. The proportion of pupils achieving at the higher Level 5, is above that found nationally. School data indicate that overall attainment for pupils at the end of Key Stage 2, including the proportion of pupils achieving the higher level, is set to rise even further. Teachers' records and work seen in pupils' books indicate that writing has improved significantly since the last inspection as a result of sharply focused actions and adaptations to the curriculum. Pupils with special educational needs and/or disabilities are fully included in lessons and make the same

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good progress as their peers. This is a result of the unobtrusive support they receive and the seamless teamwork between teachers and support staff witnessed throughout the school.

Pupils are knowledgeable about how to maintain a healthy lifestyle and feel very safe. They are helped to acquire excellent knowledge on a wide range of issues including using the internet safely, cyber-bulling¹ and storing and taking medication properly. Pupils are helped to develop their spiritual awareness, social responsibility and moral compass very well. Pupils' contribution to their school is outstanding and they are developing their understanding of the wider world through their Afghan project for example. Nonetheless, the school recognises that there is more to do to extend links further afield and help pupils to appreciate Britain's cultural diversity. Plans to achieve this are being developed. High levels of literacy and numeracy and strong ICT skills at the end of Key Stage 2, alongside the ability to think carefully and speak for themselves ensure pupils are very well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The quality of teaching is consistently good throughout the school and there are several outstanding features. Teachers are enthusiastic and encouraging and have good subject knowledge. Lessons are meticulously planned to provide a good range of tasks and activities which meet the needs of pupils with differing abilities and build effectively on their earlier learning. Teachers' skilful questioning, clear instruction, outstanding timing of activities and swift pace keep pupils alert, motivated and eager to participate. Learning objectives and success criteria are used very effectively to monitor progress and understanding. Pupils' understanding is routinely checked during lessons and their progress is regularly assessed and tracked so that any difficulties can be identified and addressed quickly. Staff maintain precise records of pupils' progress and attainment and know their individual capabilities well. The high standard and consistency of teachers' verbal and written feedback has established a routine whereby pupils systematically act on the advice they are given and set about improving their work without being reminded to do so. Pupils throughout Key Stage 1 and 2 are very clear about their learning targets and report that the level of work they are given is just right for them. Older pupils in Year 5 and 6 understand the importance of being given challenging targets, explaining that this is because it motivates them to work hard to achieve them.

The curriculum places a strong emphasis on the basic skills of literacy and numeracy, but this is not at the expense of other subjects, or the pupils' own interests. Pupils' ICT skills are developed very effectively from an early age. For instance, inspectors observed children in Reception taking digital photographs of each other busily getting on with their chosen activities to include in their learning journeys and pupils in Years 3 and 4 helping each other use different 'pathways' to navigate around files and find the video clips of the advertisements they are working on. Plans are being developed that will result in more themed activities. Staff are considering how they can adapt aspects of their teaching so that they can provide more opportunities for pupils to take a proportionate approach to risk through an increasing range of opportunities to make independent choices and decisions to try new things. The school provides very few extra-curricular activities and take-up for those on offer is frequently low. The headteacher is currently investigating how the range might be extended to include more sporting activities for example, through partnerships with other schools and providers. Levels of support and care provided for pupils are exemplary. Staff are very quick to identify any difficulties pupils might be experiencing. Well-targeted actions ensure that pupils receive whatever help is needed.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

The headteacher provides outstanding leadership and has established a strong drive for improvement throughout the school. All of the staff and governors are fully committed to making improvements and raising pupils' achievement. There is a very clear shared picture of what needs to be done to secure ongoing improvement. Sharply focused plans and rigorous monitoring and evaluation ensure the right actions are taken to achieve this. While all of the adults are involved in planning and accurate self-evaluation, leadership responsibility currently rests solely on the shoulders of the headteacher. This is because of the small number of staff and the hefty management responsibilities that teachers and the higher level teaching assistant have, but nonetheless, there is a growing recognition that there is a need to develop the leadership capacity among staff. Governors provide good support and challenge and make a valuable contribution to the life of the school through a good range of scheduled meetings and other activities. Their recent communications with parents about the recent introduction of hot school meals was warmly welcomed by parents. Governors are now aware that parents would like more engagement with the school through the governing body. Effective work to promote equalities is illustrated by the way pupils with special educational needs and/or disabilities are fully included in the life of the school and the good progress they make as a result. Safeguarding requirements are extremely well met and procedures to keep pupils safe are meticulous. There is a comprehensive awareness of safeguarding issues among governors and staff at all levels.

The school has a robust community cohesion plan and, as with all other school policies and procedures, this is reviewed and updated on a regular basis. As a result, the headteacher is very clear about the next steps the staff need to take to forge partnerships and links that will increase the pupils' opportunities to contribute to the wider community and further develop their understanding of the diverse cultures in Britain and the rest of the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter the Reception class with skills that are broadly similar to most children of that age group, although their writing skills are sometimes less well developed. Most children make good progress from their starting points, meeting the early learning goals securely by the time they enter Year 1. Assessment, observation and recording of children's learning are used systematically and effectively to plan activities and set individual targets for children that will help them achieve their next steps. These targets are shared with the children. Every child has an individual 'learning journey' that records progress across all the areas of learning and children quickly get to grips with how they can collect evidence to put into their journals.

Practitioners take very good care of the children and ensure they receive a broad range of adult-led and independent learning activities. Children happily select what they want to do and their choices are carefully monitored to ensure they have experience across all of the areas of learning. Where children favour one type of activity, practitioners adapt these to ensure they encompass other areas of learning. Children participate eagerly and enthusiastically in classroom-based activities because they are interesting and enjoyable. The outdoor provision, however, is drab and uninviting. Consequently, children do not choose to use it often enough to ensure they experience a balance of indoor and outdoor activities.

Staff have high expectations of children and are very good role models for them. They create a calm and productive atmosphere that promotes exemplary behaviour. Children's relationships with each other are extremely positive and they are very considerate and caring towards one another. Children are very confident talkers and were keen to explain to inspectors what they were doing and why and what they like doing best. A well-attended family learning initiative is helping some parents have a better understanding of what they can do at home to promote their child's development in the early years.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The vast majority of responses received were overwhelmingly positive in their views of the school. Many parents used the questionnaire to say how pleased they were with the school and to outline the contribution it made to the lives of their children. Inspection findings agree with the parents' views particularly in relation to the outstanding support, care and guidance that the school provides and the significant improvements made since the last inspection. Parents may wish to know that there were no particular trends in the very small number of constructive criticisms received. However, while maintaining confidentiality, the inspector discussed these with the headteacher in order that she may address them and report back to parents in due course.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bubwith Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	68	15	28	2	4	0	0
The school keeps my child safe	38	72	15	28	0	0	0	0
The school informs me about my child's progress	32	60	20	38	0	0	0	0
My child is making enough progress at this school	29	55	23	43	1	2	0	0
The teaching is good at this school	33	62	19	36	0	0	0	0
The school helps me to support my child's learning	29	55	21	40	1	2	0	0
The school helps my child to have a healthy lifestyle	27	51	25	47	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	38	29	55	0	0	0	0
The school meets my child's particular needs	28	53	24	45	0	0	0	0
The school deals effectively with unacceptable behaviour	28	53	20	38	1	2	0	0
The school takes account of my suggestions and concerns	25	47	25	47	1	2	0	0
The school is led and managed effectively	37	70	15	28	0	0	0	0
Overall, I am happy with my child's experience at this school	35	66	16	30	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



5 March 2010

Dear Pupils

Inspection of Bubwith Community Primary School, Selby, YO8 6LW

Thank you for making the inspection team feel so welcome when we visited your school to see how well you are doing. It was great to meet you and a pleasure to see you all so happy, working so very hard and making such good progress in lessons. You and your teachers make a very strong team. Your behaviour is impressive and you are some of the politest pupils we have ever met. You work at a fast pace and can stay totally focused on challenging activities in lessons. You told us that you love coming to school and enjoy learning because there is always so much to do and you 'feel very comfortable and safe in class and outside in the playground'. We had some fantastic conversations with you about your reading and your individual learning targets, for example, and the best thing about this is that even the very youngest children in the Reception class started many of these discussions and asked us questions too.

Bubwith is outstanding in most aspects of its work because your headteacher leads it exceptionally well and is helped in this by all of the staff and the governors. It provides you with a good quality education and it cares for you exceptionally well. You respond to this very well by making good progress and achieving above average standards in the national tests at the end of Year 6 and by becoming mature and confident young people who have every chance of making the most of your education in your next school. Even in outstanding schools there are always things that can be improved and we have asked your headteacher to improve the outside area for the Reception class so that it is much more exciting and interesting for the youngest children to learn and play in.

We wish you good luck and best wishes for the future and hope you will keep on being the happy shining stars you already are.

Yours sincerely

Wendy Ripley

Her Majesty's Inspector

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