

Drifffield Church of England Voluntary Controlled Infant School

Inspection report

Unique Reference Number	117974
Local Authority	East Riding of Yorkshire
Inspection number	339113
Inspection dates	19–20 January 2010
Reporting inspector	Linda Murphy

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Mr Andrew Saveall
Headteacher	Mrs Janet Spencer
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out three additional inspectors. The inspectors visited 14 lessons and observed ten teachers in their classrooms; approximately one third of inspection time was spent looking at learning, including time spent looking at pupils' work. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at, among other things, the school's data records, policies and minutes of governing body meetings and the notes of the School Improvement Partner's visits. Seventy-seven completed parental questionnaires and 24 completed staff surveys were studied.

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

- the progress the school has made in improving the curriculum
- how well the school tackles improvements in boys' achievement
- how vigorously the school challenges attendance
- how effective the school's safeguarding procedures are and how safe the pupils feel.

Information about the school

This is a larger than average school of its type. At times it is over-subscribed. Most pupils are White British: a small minority are from Eastern Europe and of these pupils a few are learning English as an additional language. The proportion of pupils eligible for a free school meal or with special educational needs and/or disabilities is much lower than average. Provision for the Early Years Foundation Stage consists of three Reception classes. The school holds many awards including: Basic Skills Quality Mark, Silver Artsmark, Healthy School Status, Eco award – green flag, Active Mark, Inclusion Award and the Financial Management in Schools Standard. It is also an Investor in People. Since the last inspection the headteacher was seconded to the local authority for two terms during which time the school was led by the deputy headteacher.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has outstanding features, which are:

- pupils' excellent behaviour which underpins their learning
- pupils' high levels of understanding about living a healthy lifestyle and the exceptional way that it equips pupils to understand how to be safe
- the first-rate care and guidance it gives the pupils, including the highly effective way in which the school works in partnership with external agencies so that pupils have access to all the extra help they require
- the high expectations of the school's leaders and the very good way in which the governing body supports and challenges the school.

Attainment by the end of Year 2 is above average. Quite often boys join the school at lower points than girls and although all groups make good progress the boys do not always 'catch up' with the girls in writing and reading. Pupils with special educational needs and/or disabilities and those learning English as an additional language are well supported and make good gains in their work.

A start has been made on improving the curriculum to better promote pupils' enjoyment and interests but there is some way to go before changes are formalised, embedded in practice and produce improved outcomes. Similarly, there is more to be done to ensure that the rates of attendance improve so that all pupils at all times benefit from the good education the school provides for its pupils.

The school has a good capacity to go from strength to strength. This is because it is well aware of its successes such as raised standards and improved governance and it is also aware of areas to develop. It is self-critical and very carefully monitors its work, often through external audits and accreditations. It is resolute in taking effective action to raise standards further. Parents are very supportive of the school's work.

What does the school need to do to improve further?

- raise standards in writing and reading by 2011 so that the gap between the attainment of boys and girls is closed by:
 - improving boys' writing, particularly sentence construction and use of complex sentences
 - extending the length of written pieces and including dialogue
 - improving presentation
 - improving boys reading, particularly their comprehension.

- develop an excellent curriculum by 2011 by:
 - making additional opportunities for pupils to apply their learning between subjects
 - providing more practical and 'real life' experiences to further increase pupils' motivation and enjoyment
 - broadening pupils' cultural understanding of communities in the United Kingdom and farther afield.
- raise levels of attendance by:
 - working with local schools to produce a cohesive approach to encouraging high attendance
 - strongly discouraging families from taking holidays during term time.

Outcomes for individuals and groups of pupils

2

Pupils cooperate remarkably well as they share ideas and discuss problems. They apply much energy to their work and play and take great delight in concentrating very well to complete tasks. Pupils are very keen to help others and fully include classmates. Pupils are creative in their thinking and in their application of ideas, for example, when pupils in Year 1 investigated scientific forces they broadened their understanding considerably because when they made mistakes they learned from them and had another go at solving the problems presented. Such skills help to underpin pupils' good rate of learning. All groups benefit well, such as those with special educational needs and/or disabilities and those learning English as an additional language.

Pupils' above average academic attainment and the good and, at times, excellent personal skills ensure that they are well prepared for the next stage of their education. From starting points typical of those expected for their age on entry to Year 1, pupils make good progress. Outcomes for girls are often higher than for boys even though the school has begun to use resources such as more factual books to help raise boys' achievement. However, the writing and reading of boys at times lag behind and in particular in writing sentences, presenting work neatly and using comprehension.

Pupils' maturity is also evident in the excellent way that they keep themselves safe and possess a great deal of knowledge about healthy eating and the importance of taking regular exercise. Good and, at times, outstanding personal development is at the heart of the pupils' success. They are confident that no-one is bullied yet know what to do should it occur. Attendance is slowly improving this year although there is more to be done to raise it further. Absenteeism causes pupils to miss out on schooling at times, such as holidays taken in term time. Despite the school's good relationships with parents and the generally effective support given from parents, a significant minority have yet to ensure their children's regular attendance at school.

These are the grades for pupils' outcomes

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

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	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is typically good throughout the school. Pupils are taught different ways of learning so that all can make good progress. Questioning is thorough and makes pupils think hard. Routines are well set and organisation very good so no time is wasted; expectations are high and pupils respond very well. Marking is helpful and sets clear targets for improvement. As one pupil said, 'It helps us on our way.' Subject knowledge is very effective because it enables precise explanations and helps pupils extend their subject vocabulary, as in a lesson about adjectives taught in the morning and referred to again during a story time in the afternoon. Teaching assistants prove their worth in working well with groups and individuals, although, on occasion, they are under deployed, such as when the class teacher speaks to the whole class and the teaching assistant observes. Very occasionally the pace of teaching slows when time is spent consolidating pupils' understanding rather than moving on more quickly.

The curriculum ensures that basic skills are promoted well. Information and communication technology, and art and design are used particularly effectively in lessons to motivate and engage learners. The strong curricular focus on pupils' personal, social and health education is reflected in their mature personal development. Pupils deepen their understanding of a healthy lifestyle, for example, thorough the cookery club and by participating in a wide range of sporting activities such as dance, gymnastics, golf or football. Extra-curricular clubs are highly appreciated by pupils.

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

Pupils understand the importance of regular exercise and love the daily exercise routines in each class because, 'It wakes up our brains as well as our bodies.' Even though particular weeks are set aside to raise awareness of how other people live, pupils' understanding of diversity in the United Kingdom and around the world is not as strong as their knowledge about local culture. Pupils say they like practical activities, enjoy visits and visitors and would like more to, 'get imagination going'. The curriculum is currently under scrutiny to provide opportunities for cross-curricular links to make learning even more meaningful and relevant. This change is at a very early stage of planning and therefore the impact is not yet seen in raised standards and enhanced enjoyment.

Staff are exceedingly quick to respond to pupils' concerns or difficulties because they know the pupils and families very well and apply the school's systems firmly and fairly. For example, seamless provision for pupils with additional social and learning needs often includes initiating help from outside agencies with which the school has excellent professional relationships.

These are the grades for the quality of provision

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

How effective are leadership and management?

The very experienced headteacher, ably supported by the deputy headteacher and a team of other senior staff ensure the school is led with vision and determination to improve. They share values and ambitions for the school and work with an excellent sense of purpose. This ensures that the policy for teaching and learning is implemented well and the quality of learning is kept at a good or better level. The school is not complacent. Management systems ensure that the school runs smoothly day-to-day so that the headteacher can concentrate on improving pupils' education. First-rate partnerships in promoting learning and well-being include increasingly more joint approaches between local schools. Equality of opportunity provides each pupil with good access to support their individual needs. For example, the school has already improved boys' attainment in mathematics to at least equal that of the girls. It has made good use of data to begin to implement strategies to address discrepancies in attainment by gender in English. The school's promotion of community cohesion has strengths in its own and local community. A start has been made with communities farther afield such as by supporting a school in Malawi, although these are less well developed. Governance has improved well since the last inspection and plays a very active part in supporting

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

and monitoring the school's performance. Governors have clearly defined roles and responsibilities. The school has first-rate procedures to safeguard its pupils which fully meet current government requirements. The systems are extremely thorough and fully implemented by staff.

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	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

On entry to Reception, children's skills are generally below those usually expected. Owing to the good quality teaching and learning, and detailed and regular assessments with next steps carefully planned, children make good progress. This includes children with special educational needs and/or disabilities. It means that by the end of the Reception Year children's knowledge and understanding are more typical for their age. Leaders have an accurate understanding of the strengths and developments required in the provision. This is achieved through a thorough knowledge of each child in their care and analytical team work. Strong features are children's behaviour and the very good relationships between children and with adults, which are a delight to see and set children up well for transition to Year 1. Children behave very well, work equally well independently and collaboratively and respond well to high expectations set by staff. They thoroughly enjoy the daily sessions of movement to music because they feel very grown up given that older pupils also participate. Themed weeks that follow the rest of the school promote awareness and understanding of cultural diversity. Creative organisation ensures children benefit from the outdoor provision despite the age and design of the building.

Children's welfare and safeguarding is of great importance. Comprehensive policies and responsive procedures are implemented exceedingly well to ensure that children are protected and very well supported. The good provision throughout is inclusive and responsive to pupils' individual needs.

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

Views of parents and carers

The views of the majority of parents reflect the judgements of the inspection team. Parents are extremely pleased with all that the school provides. A very small minority had individual concerns but the inspection team found no evidence to substantiate them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Drifffield Church of England Voluntary Controlled Infant 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 261 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	76	18	24	0	0	0	0
The school keeps my child safe	61	81	14	19	0	0	0	0
The school informs me about my child's progress	36	48	33	44	5	7	0	0
My child is making enough progress at this school	46	61	24	32	5	7	0	0
The teaching is good at this school	50	67	23	31	1	1	0	0
The school helps me to support my child's learning	46	61	26	35	2	3	0	0
The school helps my child to have a healthy lifestyle	52	69	23	31	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)	40	53	26	35	0	0	0	0
The school meets my child's particular needs	42	56	29	39	2	3	0	0
The school deals effectively with unacceptable behaviour	36	48	30	40	3	4	0	0
The school takes account of my suggestions and concerns	39	52	29	39	2	3	0	0
The school is led and managed effectively	61	81	13	17	0	0	0	0
Overall, I am happy with my child's experience at this school	57	76	17	23	0	0	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.



21 January 2010

Dear Pupils

Inspection of Driffield Church of England Voluntary Controlled Infant School, Driffield,
YO25 6RS

Thank you very much for the very friendly greeting you gave the inspectors when we inspected your school. Lots of you smiled and spoke to us and were very polite, holding doors open and helping us find our way around. You are excellent ambassadors for your school!

Yours is a good school. It has some exceptional qualities such as:

- your excellent behaviour which helps you to learn quickly
- the first-rate care it gives you and the highly effective way it gets people from outside to provide extra help for you
- your terrific understanding about living a healthy lifestyle, the exceptional way that it helps you keep safe and the way in which there is always an adult you can turn to for help if you need it
- the high expectations of the school's leaders.

You are well taught, work hard and make good progress. Well done! To enable the school to improve even further the inspectors have asked its leaders to make sure boys and girls do equally well at writing and reading, to make sure the curricular tasks you are set are even more interesting and enjoyable for you and to make sure that your attendance improves. You can help by trying especially hard with understanding your reading, by writing more interesting sentences and continuing to enjoy your work. Your families can help by making sure you all attend school every day so that no one misses out on the exciting opportunities to learn.

Yours sincerely

Mrs Linda Murphy

Lead inspector

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