

Garton-On-the-Wolds Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117977
Local Authority	East Riding of Yorkshire
Inspection number	339115
Inspection dates	18–19 January 2010
Reporting inspector	Lesley Clark

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Rev John Tallant
Headteacher	Mrs Debra Chadwick
Date of previous school inspection	2 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, six teachers were observed and they spent 80% of inspection time looking at learning across the school. The inspectors held meetings with governors, staff and two groups of older pupils, including school council members. They observed the school's work and looked at a range of documentation, including paperwork and policies relating to safeguarding, pupils' work in English and mathematics, younger children's learning journals (detailed records of children's progress and development), the school improvement plan and 31 questionnaires completed by parents and carers.

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

- how well pupils make progress in Key Stage 1, especially in reading
- whether pupils with special educational needs and/or disabilities make better progress than other pupils
- how well the Early Years Foundation Stage runs as a unit and how well children's interests and needs are taken into account to help them make the next steps in their learning.

Information about the school

Garton-on-the-Wold Church of England Primary School is a smaller than average rural school that is growing rapidly in size. The Early Years Foundation Stage extended its provision in September 2009 to include children of Nursery age for part-time education. The Early Years Foundation Stage and Key Stage 1 operate as a unit, with access to outdoor provision. Almost all pupils are White British. Over half the pupils come from outside the village. The proportion of pupils with special educational needs and/or disabilities is smaller than average. Currently none holds a statement of special educational needs. The proportion of pupils eligible for free school meals is also below average. There have been several changes in staffing in the last two years.

The school holds many awards. These include: the National Healthy Schools Gold, the Eco-Schools Silver and Global Dimension awards, the Activemark and the Gold Artsmark, as well as the Travel Plan Award.

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

In this school, pupils clearly come first. They receive a good all-round education. Pupils have an excellent understanding of why it is important to be healthy and they are extremely well prepared for their future lives. The school has changed considerably since the last inspection, doubling in size because of highly effective leadership and management to drive improvement. The school meets its challenging targets and the results in national tests at the end of Year 6 show an upward trend. Pupils, including those with special educational needs and/or disabilities, make good progress because they are well taught. As a result, standards are above average at the end of Year 6 in English, mathematics and science. Pupils make the best progress in upper Key Stage 2 where much of the teaching is highly effective. More-able children in Key Stage 1 tend to underachieve because the work does not always challenge them, especially in reading and writing. The provision in the Early Years Foundation Stage is developing rapidly to meet the needs of the growing numbers of children of Nursery age. Children make satisfactory progress in their learning and development. Learning opportunities outside are not as extensive or thought-provoking as those indoors. A strength of the Early Years Foundation Stage provision is the way staff take full account of children's interests when planning activities to help them make the next steps in their learning.

The school has good links with local and global communities. Pupils' understanding of social and cultural diversity in Great Britain is more limited. The school knows itself well and has a very clear view of what to do next to secure further improvement. Its many recent awards confirm its good capacity to improve further at its current rapid rate.

What does the school need to do to improve further?

- Raise teachers' expectations of what more-able pupils can achieve in Key Stage 1, especially in reading and writing, by:
 - giving them more opportunities to read rather than listen to stories
 - teaching capital letters and full stops at an earlier stage
 - giving children more opportunities to write in different contexts.
- Improve the use of the outdoor learning environment so that children in the Early Years Foundation Stage learn as effectively outside as they do indoors.
- Extend pupils' understanding of the different social and cultural communities in Great Britain.

Outcomes for individuals and groups of pupils

2

Pupils arrive punctually. Their attendance is above average because they enjoy coming to school. Pupils get off to a positive and active start to the day. Pupils work hard and concentrate in lessons. They try to meet their targets and say when they do not understand so that they get the help they need. Pupils achieve well to reach above average standards by the end of Year 6 from broadly average starting points. Their progress accelerates in Years 5 and 6 because the work consistently challenges them to think for themselves. Pupils make steady progress in Years 1 and 2. Over a period of five years, results in teachers' assessments at the end of Year 2 have been below average overall, especially in reading and writing. This is because more-able pupils rarely exceed expected levels because they do not read or write extensively early enough. Pupils with special educational needs and/or disabilities make good progress because they are given good support and additional learning programmes are used well to help them to catch up.

Pupils know how to keep safe and behave responsibly in school. Pupils are very keen on health, pointing out their energetic lifestyles, healthy food and eco- awareness, fostered by extra-curricular clubs open to all pupils. The school council truly represents pupils' views. Its work is evident across the school, for example its members designed and planted a garden area. Pupils say, 'If there is something we don't like we tell the school council and they sort it out.' Pupils work together, make decisions that matter and know how to lead and manage small projects, such as the skipping competition. This shows that pupils have an excellent understanding of how to work in teams, solve problems and take the lead.

Pupils are sure there is no bullying because, they say, 'We helped with the behaviour policy and it works.' Pupils are inclusive in their attitudes towards each other and welcome pupils into their school from different cultural backgrounds. However, they do not know enough about the multicultural diversity which is representative of Great Britain. Pupils' spiritual, moral, social and cultural development is good overall. Their spiritual and moral development is especially strong, fostered by the school's close links with the church and parish. Pupils' above average literacy, numeracy and computer skills, together with their wider skills and their drive to 'make things happen', prepare them exceptionally well for their future lives.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

At its most effective, teaching has pace and provides many opportunities for pupils to discuss and work together. Teachers use drama, moving digital imagery and photographs to prompt pupils to ask questions and to think deeply. This motivates pupils to learn. In these lessons, teachers use assessment well to challenge all pupils and to pick up on misconceptions and resolve them swiftly. Throughout the school, teachers use interactive technology well to demonstrate teaching points and to make clear to pupils what they are learning. Sometimes teachers underestimate the capabilities of more-able, younger pupils. These pupils are given too few opportunities to read and write in different contexts, which slows the pace of their learning.

The curriculum links subjects creatively, which means learning in the afternoons has a real buzz. For example, pupils used their knowledge of religious icons and of mathematics to help them prepare a collage in art. Because teachers teach their specialisms in the afternoons to different classes, pupils are well used to having different teachers for different subjects. This prepares them well for the next stage in their education. Pupils' views help to shape the curriculum. The current theme of superheroes, for example, prompted a whole host of suggested activities from pupils, including a quiz and a tournament. Pupils access a full range of extra-curricular clubs and activities which contribute to their outstanding healthy awareness. Outdoor learning, as part of the Key Stage 1 curriculum, together with the opportunities for all pupils to learn two modern foreign languages, are notable features. The school takes good care of all its pupils. Good support for pupils with special educational needs and/or disabilities ensures that they make good progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is extremely successful at moving the school forward. The pace of change is rapid and staff's morale is high. The many national awards indicate the range and scope of the changes. Rigorous checks on the quality of teaching and learning, together with shared exemplary practice, mean that staff know exactly what to aim for. This is why teaching is effective and standards are rising. A notable feature of leadership and management is the extent to which pupils are involved in planning and decision making. This aids their good achievement and outstanding preparation for the future.

The governing body meets the school's needs and governors discharge their duties effectively to ensure that pupils are safe. Safeguarding is satisfactory and meets current government guidelines. Governors are fully involved in evaluating the work of the school and they are very proactive in bringing about the improvements necessary to accommodate the increased numbers of pupils on roll. The school promotes equal opportunities well, making sure that all pupils have equal access and that there is no gender bias or discrimination. The school promotes community cohesion well, though it has yet to extend pupils' understanding of different cultures and communities nationally. The school uses partnerships with parents and carers, other schools and external agencies effectively to extend pupils' learning and development.

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	2
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
The effectiveness of safeguarding procedures	3

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

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

Children enter the Nursery with broadly expected skills. By the end of the Reception Year, most children's skills are in line with those expected for their age in all areas of learning. Staff keep detailed records of children's achievements. They collate these in informative learning journals, so that parents and carers can see the satisfactory progress their children make. Adults are attentive to children's needs. They take children's interests fully into account when planning learning activities. For example, children decided that there were not many birds around because they were hungry, and so children made special fat and seed balls for them.

The learning provision indoors is good with lots of interesting activities which children can choose from freely. As a result, children devise imaginative games and set up a puppet show spontaneously, for example. Children are not able to do as many interesting things outside as they do inside, because outdoor learning activities are not as well planned as those indoors. This means that children have limited opportunity outdoors to explore, solve problems and find things out for themselves. When children go into the Key Stage 1 outside area they find a lot more to do and to discover, because the learning resources stimulate their curiosity and activities foster their sense of adventure. There are strengths in the teaching and good care taken of all children. This is why children settle in quickly and turn into confident, chatty learners, ready to move on to the next stage of their education. The setting is satisfactorily led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Almost all parents and carers are happy with the school. The majority feel it provides 'an outstanding service' for their children, who are very happy here.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Garton-on-the-Wolds Church of England Voluntary Controlled 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 inspector received 31 completed questionnaires by the end of the on-site inspection. In total, there are 72 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	65	10	32	1	3	0	0
The school keeps my child safe	24	77	6	19	0	0	0	0
The school informs me about my child's progress	20	65	11	35	0	0	0	0
My child is making enough progress at this school	15	48	15	48	1	3	0	0
The teaching is good at this school	20	65	10	32	1	3	0	0
The school helps me to support my child's learning	16	52	14	45	1	3	0	0
The school helps my child to have a healthy lifestyle	24	77	7	23	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)	17	55	14	45	0	0	0	0
The school meets my child's particular needs	18	58	12	39	1	3	0	0
The school deals effectively with unacceptable behaviour	18	58	11	35	1	3	1	3
The school takes account of my suggestions and concerns	17	55	12	39	2	6	0	0
The school is led and managed effectively	23	74	6	19	2	6	0	0
Overall, I am happy with my child's experience at this school	23	74	7	23	1	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



20 January 2010

Dear Pupils

Inspection of Garton-on-the-Wolds Church of England Voluntary Controlled Primary School, Driffield, YO25 3EX

When we inspected your school my colleague and I very much enjoyed meeting so many of you and hearing your views. I was impressed with the work of the school council and how you use it to get things done that are important for you and for other people. Your school gives you a good education. It prepares you extremely well for your future lives, because you learn to work together, make decisions that matter and know how to lead and manage small projects, such as the skipping competition. You have an excellent understanding of why it is important to lead healthy lives. You are well taught and your teachers make lessons interesting by linking different subjects together. You are well cared for and your school keeps you safe.

There are three things I have asked your school to do next to make it even better.

- I have asked teachers of Key Stage 1 pupils to expect more of children who learn easily so that they read and write at a higher standard by the end of Year 2.
- Second, I want your teachers to improve the way they use the outdoor area for children in the Early Years Foundation Stage. Children need to be able to do just as many interesting things outside as they do inside.
- Last, I have asked your teachers to help you all to know more about the many different people and communities that make up Great Britain so that you meet a much wider range of people and begin to understand different cultures.

I hope you enjoy these new challenges!

Yours sincerely

Mrs Lesley Clark

Lead Inspector

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