

Kilham Church of England Voluntary Controlled School

Inspection report

Unique Reference Number	117980
Local Authority	East Riding of Yorkshire
Inspection number	339117
Inspection dates	6–7 July 2010
Reporting inspector	Rajinder Harrison

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair	Mr Richard Zerny
Headteacher	Mr Dennis Hardwick
Date of previous school inspection	11 January 2007
School address	Millside Kilham Driffield YO25 4SR
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed six teachers. They held meetings with governors, staff, parents, carers and groups of pupils. They observed the school's work and looked at a range of documents, including school policies, the improvement plan, monitoring records, analyses of pupils' attainment and progress and the local authority's evaluations of the school's performance. Inspectors analysed 32 questionnaires returned by parents and carers.

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

- pupils' progress, particularly in mathematics and for boys in Key Stage 1
- attendance rates and the procedures to monitor attendance
- the quality of teaching, the use of assessment and guidance to show pupils how to improve their work
- the effectiveness of leadership and management, particularly at subject level for monitoring, self-evaluation and improvement planning
- the school's promotion of community cohesion beyond its local area.

Information about the school

This is a smaller than average size school. All pupils are of White British heritage. The school has a below average proportion of pupils who have special educational needs and/or disabilities. There is a below average percentage of pupils known to be eligible for free school meals. Nearly half the pupils come from further afield than the school's immediate locality, with a considerable number joining part way through Key Stage 2. The school has Healthy School status and holds, Activemark and the FA Charter Mark. It has also produced the Sustainable Travel Plan.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Its calm, friendly atmosphere provides pupils with the security and stability they need to feel cared for, safe and valued. Most attend regularly and work hard. Pupils' behaviour is outstanding. The 'family' ethos the school engenders encourages pupils to form excellent relationships. Pupils have a good understanding of how to keep safe, fit and healthy. Through their willingness to help others, pupils make an outstanding contribution to the school and the local community. While pupils know that they should respect others and have a very confident understanding of their own culture, traditions and values, they are less sure about how life differs for the diverse communities elsewhere in this country and in other parts of the world.

Achievement and enjoyment are good throughout the school. Pupils of all ages and ability, including those with special educational needs and/or disabilities, make good progress because teaching is consistently good or better. Through the increased focus in the last three years on improving provision in literacy, standards in English at the end of Year 6, are exceptionally high. While standards in mathematics are also well above the national average, standards are not as high in science because pupils do not have sufficient opportunities to extend their investigation skills. The school integrates well pupils who join part way through their primary education.

Lessons are effective because they generally buzz with interest and excitement. Pupils particularly enjoy the many opportunities they have for discussion and question and answer sessions. Occasionally, teaching lacks precision because teachers do not take sufficient account of pupils' prior attainment. Consequently, during teachers' presentations, lower attaining pupils find the learning too demanding and the more able are not challenged sufficiently. The curriculum, with its exciting enrichment activities, is good. Care arrangements are good. While pupils generally receive good feedback to help them improve their work, this practice is not consistent across the school.

Leaders and managers aim to provide the best education possible and do so successfully. Every effort is made to ensure pupils have the help they need to succeed in meeting appropriately challenging targets. The school's partnerships with parents and carers and links with other schools and agencies are outstanding and benefit pupils' learning effectively. The school's self-evaluation is accurate. It identifies the right priorities to improve provision. Pupils' attainment is much higher than at the time of the last inspection because provision has improved. In light of this, leaders demonstrate a good capacity to secure further improvement.

What does the school need to do to improve further?

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- Raise attainment in science and improve teaching generally, by:
 - giving pupils more opportunities to carry out investigations and research for themselves.
- Further improve teaching, by:
 - ensuring that work is always matched accurately to pupils' needs
 - ensuring that pupils regularly receive feedback on what they need to do to improve their work.
- Extend the opportunities pupils have to explore, understand and relate to communities that are different to their own both nationally and globally.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well because they enjoy learning. This is evident in the way they listen attentively and settle to tasks promptly. 'School is fun because we learn interesting things like looking after the environment', is one pupil's view, which is typical of the views of all. They answer questions confidently knowing that it is safe to make mistakes if they are unsure, 'because teachers will help us get it right'.

Children enter the Early Years Foundation Stage with skills which are generally above the levels expected for their age, although aspects of their literacy, numeracy and creative skills are not always as secure. Through good provision, they achieve well and attain above average levels in all areas of learning at the end of the Early Years Foundation Stage. This good progress is maintained throughout the school and by the end of Year 6, attainment is well above average overall. The school's strategies to raise attainment in English, particularly in writing, have been very successful. The school has not given the same level of attention to raising attainment in science, where standards are just above average. Pupils who need help with their learning receive good support and achieve well. This applies also to pupils who join the school during Key Stage 2. The pupils' readiness for the next stage of their education is good.

Pupils' outstanding behaviour ensures that they work well with each other and older pupils are very mature and sensible in the way, for example, that they look after younger ones and help them play safely at lunchtimes. If problems arise, pupils are confident that they can go to staff for support. They show respect for others by listening closely, as reflected during worship, a time pupils regard with reverence. Their passionate singing, accompanied by the tuneful recorder group, during assembly and a sense of awe as they listened to an African story, reflects their good spiritual development. Younger children express a sense of wonder as they talk about growing vegetables and recycling. Many choose healthy snacks and lunches and participate enthusiastically in various sporting activities. They explain how they support church activities and work with the Parish council, for example, to keep the local area free from dog fouling. While they feel secure within their own community, their knowledge and understanding of diverse communities in other parts of this country and in the wider world are less well developed.

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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	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is consistently good because teachers plan interesting activities that help pupils to think about their learning. Teachers use 'partner talk' between pupils effectively to encourage the sharing of ideas. Pupils have good opportunities to use computers to extend their learning and competitive elements make learning fun. For example, in a Year 3/4 lesson pupils worked furiously to complete multiplication grids, prompting each other to complete the answers quickly and accurately. Teaching assistants are used well to support pupils who need help to participate fully or to extend the more able. Occasionally, over long presentations expect too much of a few of the lower attaining pupils who find it hard to retain information and hamper the progress of the more able who could achieve more. While high quality feedback, for example, through marking, shows pupils how to improve their work, the practice is not consistent in every class.

The curriculum is well organised. It puts good emphasis on developing pupils' literacy numeracy and information and communication technology skills. Pupils do not have sufficient opportunities to extend their investigation skills in science. Pupils have good

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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opportunities to develop their skills, for example, in art, music and physical education, and their study of French and Spanish enhances their cultural development satisfactorily. Themed events, such as French Day, and cross-curricular activities, for example, exploring time zones around the world, extend pupils' learning well. A good personal, social, health education programme ensures pupils understand, for example, how to stay safe, and the dangers of drug abuse. Exciting visits and visitors enrich pupils' experiences, but pupils have insufficient opportunities to explore other traditions, faiths and cultures.

Pastoral care is good. With outstanding partnerships with external agencies, pupils who experience personal or academic difficulties are supported effectively. Parents and carers are very happy with the school and say that the school responds promptly if individuals and their families need help. The school's arrangements to support those pupils who join the school mid-year are very effective. Most parents and carers ensure that their children attend school regularly. Despite the school's sterling efforts, a few pupils have too many absences and miss vital learning. Nonetheless, attendance is above average overall.

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 calm determination and drive of the headteacher has resulted in the school's good improvement since the last inspection. School managers are ambitious for their pupils and improvements in teaching have helped to raise standards. Leaders promote a strong sense of community in school and effective teamwork has benefited pupils' personal and academic achievement. The school is clean, well maintained and very attractive. The outside areas are particularly well designed and resourced to extend pupils' experiences and interests. All aspects of health and safety, child protection and arrangements to secure safeguarding are good. Monitoring and evaluation procedures to support effective development planning are rigorous. For example, writing was identified as a relative weakness and effective action taken to remedy this. Pupils of all ages and ability achieve well, largely due to the school's good work in promoting equality of opportunity and challenging discrimination in all its forms. Pupils of all abilities and backgrounds have the help they need to achieve successfully. More-able pupils often have excellent opportunities to extend their learning. Pupils who fall behind their targets are identified early and receive the necessary support to catch up quickly.

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While many governors are relatively new, the strong leadership of the Chair of the Governing Body inspires high commitment from all who serve the needs of pupils. The governing body has ensured effective safeguarding procedures and carries out its duties well. Engagement with parents and carers is outstanding and the school enjoys high regard within the local community. Outstanding links with the community and other schools enrich learning and inspire pupils in subjects, such as mathematics and Spanish. The school values the views of parents and carers and effectively encourages their involvement in school life. School leaders promote community cohesion very effectively locally and acknowledge that links with diverse communities in this and other countries are at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	1
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy school, form excellent relationships and settle quickly. Parents and carers are highly appreciative of this positive start, with a typical comment: 'My child loves school and can't wait to get here'. Children achieve well because provision is good. Children who need specific help are supported sensitively. Parents and carers are kept well informed of any concerns the school might have. Younger children learn from older ones as this gives them the confidence to explore and try unfamiliar activities. Children broach new experiences confidently and enjoy each other's company, for example, as they build dens to shelter from the sun. They talk excitedly about their weekly welly walks', as they describe, for example, how freshly picked peas taste delicious. Effective guidance from staff extend children's confidence and help them develop their knowledge and understanding of the world. Children enjoy everything and persevere even when

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tasks, such as counting backwards, are challenging. The learning environment is attractive and provides children with extensive opportunities to extend their creative skills. Children play out in all weathers, explore excitedly and discover, for example, that magnifying glasses turn mini beasts into giants.

Leadership and management are good. Children are very safe and cared for well. Staff know the children well and group them appropriately for more formal sessions, for example, phonics and numeracy. They plan a good balance of activities between those that children choose and those led by adults. Staff make careful notes of each child's progress and share information with parents and carers appropriately. The school's assessment data show children attain above average skills in all areas of learning at the end of the Reception Year and a significant number are working well within Year 1 levels in literacy and numeracy.

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

Parents' and carers' views about the school are generally very positive. Of the 32 questionnaires returned, (24% of those sent out), very few had any negative comments and a number praise the school for the way it supports their children to achieve well and prepares them well for secondary school. Inspectors agree with parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kilham Church of England Voluntary Controlled 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 132 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	81	6	19	0	0	0	0
The school keeps my child safe	25	78	6	19	0	0	0	0
The school informs me about my child's progress	22	69	9	28	0	0	0	0
My child is making enough progress at this school	25	78	6	19	0	0	0	0
The teaching is good at this school	27	84	5	16	0	0	0	0
The school helps me to support my child's learning	22	69	8	25	1	3	0	0
The school helps my child to have a healthy lifestyle	21	66	10	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)	21	66	10	31	0	0	0	0
The school meets my child's particular needs	28	88	3	9	0	0	0	0
The school deals effectively with unacceptable behaviour	20	63	8	25	2	6	0	0
The school takes account of my suggestions and concerns	22	69	9	28	0	0	0	0
The school is led and managed effectively	27	84	4	13	0	0	0	0
Overall, I am happy with my child's experience at this school	29	91	2	6	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



8 July 2010

Dear Pupils

Inspection of Kilham Church of England Voluntary Controlled School, Driffield, YO25 4SR

Thank you for making the inspectors welcome and for being so friendly and courteous when we inspected your school recently. We enjoyed talking with you. I am writing to tell you what we found out. You said that you enjoy school because lessons are fun. You said that you make good friends at school and like your teachers. You also said that you are all like one big family where everybody looks after each other. We were very impressed with the way so many of you help around the school and how you look after younger ones to play safely. You make an excellent contribution to the local community and it was interesting to hear that you have tried to clean up the area from dog fouling. We found that many things about your school are good and better. These include your outstanding behaviour, your good understanding of how to live a healthy lifestyle and the good progress you make in all your subjects. Your lessons are interesting, the school takes good care of you and you always try to do your best at work and play.

While these aspects of your school are good, the inspectors think that a few things could be better. We have asked the headteacher, other staff and governors to do the following to improve the school:

- that they make sure you do even better in science by giving you more opportunities to carry out investigations
- that they give you work that matches your needs in all your lessons and that they regularly show you what you have to do to improve your work
- to do more to help you learn about what life is like for people who live in other parts of this country and also in other countries.

There are things you could do to help too. For example, you could make sure that you work hard with your science investigations and that you learn more about life for people who live in communities different to your own.

Yours sincerely,

Mrs Rajinder Harrison

Lead Inspector

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