

# Pickering Community Infant School

## Inspection report

---

<b>Unique Reference Number</b>	121363
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339923
<b>Inspection dates</b>	15–16 September 2009
<b>Reporting inspector</b>	Kate Pringle

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Bowley
<b>Headteacher</b>	Mrs Lynette Duggleby
<b>Date of previous school inspection</b>	4 January 2007
<b>School address</b>	Ruffa Lane Pickering North Yorkshire YO18 7AT
<b>Telephone number</b>	01751 472620
<b>Fax number</b>	01751 477653
<b>Email address</b>	headteacher@pickering-inf.n-yorks.sch.uk

---

<b>Age group</b>	3–7
<b>Inspection dates</b>	15–16 September 2009
<b>Inspection number</b>	339923

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at pupils' workbooks, assessment information about pupils' progress, records of the school's reviews of its actions for improvement, current school development and updates of progress towards meeting priorities. Inspectors also considered questionnaire responses from parents, pupils and staff.

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

- how well pupils achieve and enjoy their learning
- the quality of teaching to ensure that all pupils are challenged and supported to make good progress
- the effectiveness of provision in the Early Years Foundation Stage
- how leaders work effectively to identify and implement actions in order to drive continuous improvement.

## Information about the school

This school is of average size. It serves the market town and its surrounding rural area. Most pupils are White British and come from a range of socio-economic backgrounds. Ten percent of pupils come to school by bus and 23% live in small villages or isolated farms. Few pupils are eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is well below the average found nationally as is the number of pupils with a statement of special educational need. The school has an Early Years Foundation Stage for children in Nursery and Reception classes. Pupils in Years 1 and 2 are taught in five classes.

The school holds a number of awards including: Investors in People, Basic Skills, Healthy Schools, Artsmark Gold, Activemark, Financial Management in Schools and the Local Authority Inclusion Quality Mark.

**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**

**1**

### Main findings

Pickering Infants and Nursery is a good and rapidly improving school with many outstanding features. Under the exceptional leadership of the headteacher, in partnership with governors and the whole staff, impressive improvements have been made since the last inspection. Outstanding features include pupils' behaviour, their attitudes to learning, and the positive contribution they make to the school and the wider community. Pupils are extremely polite, well mannered and show great consideration towards each other in lessons and around the school. Good teaching, an exciting curriculum and outstanding care, guidance and support ensure that all pupils achieve well and are fully valued as individuals.

Attainment is above average and rising owing to the whole-school focus upon improving areas of identified weakness. Children enter Nursery with skills at levels below those typical for their age and many make good progress over the Early Years Foundation Stage. There are many opportunities for children to learn using a range of resources both indoors and outdoors for independent play. However, opportunities for children to access activities to promote learning using their own initiative are less well structured which limits their progress. Pupils achieve well by the end of Year 2 where standards are generally in line with national averages. They make very rapid progress in reading. There is little difference between the achievement of different groups of pupils; those with special educational needs and/or disabilities make good progress. Pupils are motivated to learn because of the good relationships within classrooms and teachers' clear understanding of pupils' abilities. Good teaching is accelerating progress towards increasingly challenging targets. Lessons are well planned because teachers use assessment information well to identify the next steps in learning for pupils. However, tasks in writing for those of higher ability could be more finely addressed to provide greater challenge, as fewer pupils than found nationally attain at an above average level.

The rich and practical curriculum engages all pupils well. It is supported by a wide range of out-of-school activities, which are well attended and these provide more opportunities to acquire additional skills and knowledge. Art is a particular strength of the school. Displays and exhibitions provide opportunities to share pupils' achievements with the wider community. Pupils' work makes a powerful visual impact upon visitors to the school.

The extremely strong working relationships within the school, successfully led by senior leaders and managers, have created an effective team, who share a clear sense of purpose. Senior leaders instil great confidence in other teachers and this generates high morale. All teachers are well motivated to raising standards and driving forward further

**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

improvement, as a result of the very high levels of self-evaluation. Areas for improvement are quickly identified and are effectively tackled within well embedded systems. Actions to secure development, and the impact of these measures, are clearly evidenced in the progress the school has made in improving pupils' outcomes. The improvements made since the last inspection and the high commitment of all leaders to current development reflect an outstanding capacity to improve further.

Partnerships with parents are particularly effective and their views about the school indicate an extremely high confidence in the school's ability to provide a safe and welcoming environment in which their children can thrive. Governors have a very good understanding of the strengths of the school and their first hand experience contributes much to their understanding of how staff, pupils and parents work together. This increases their ability to support and challenge the school in its development and improvement.

**What does the school need to do to improve further?**

- Improve provision in writing across the school to increase the challenge for higher ability pupils.
- Develop a consistent approach in the Early Years Foundation Stage to improve opportunities for child initiated learning and development by:
  - Ensuring that all planning identifies opportunities for children to learn independently through exciting and creative problem solving experiences
  - monitoring and evaluating the quality and impact of these opportunities on the learning and development of children.

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

Pupils' achievement and enjoyment of learning are good. Overall, standards have risen significantly since the last inspection with recent unvalidated data indicating high attainment in reading. The focus upon writing has had a positive impact and attainment is rising with more pupils making good progress. Although there is still potential for more pupils to achieve at the higher level in writing, the differences between all groups are minimal. Rigorous teachers' assessments and work in pupils' books confirm that pupils make good progress. This is because their achievements are carefully tracked and those underachieving are quickly identified and their needs addressed through appropriate support. Pupils were observed to learn well in lessons with good evidence of concentration and perseverance as they engaged in tasks

The personal development of pupils is a real strength. Their behaviour is exceptional as they cultivate excellent relationships. They are very polite, well mannered and treat each other and adults with the utmost care and respect. The Healthy Schools and Activemark awards reflect the strong commitment to developing a healthy lifestyle and pupils are extremely knowledgeable about the importance of eating sensibly. Pupils feel very secure. They speak and move, demonstrating great confidence of how to play and work

**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

safely. Pupils are unanimous in their love of school and as a result their attendance is above average. Those elected to the school council meet weekly to consider how they can help school leaders to improve provision for pupils. The school regularly raises money for a range of local, national and international charities.

The school has extremely well established links with the local community and includes a number of opportunities to enable pupils to engage with residents. For example, a recent arts project with a sculptor enabled them to contribute their ideas to the decoration of the local clinic. Pupils' attitudes reflect an excellent understanding of moral and social codes. They enthusiastically engage in exciting opportunities and take the time to consider their actions and those of others, as they reflect upon their own and others' emotions. Pupils understand the differences within their own community and have a growing awareness of different cultures and religions in Britain and around the world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching provides good opportunities for all pupils to develop skills and

<sup>1</sup> 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**

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

knowledge. As a result they make good progress. Teachers have good skills and knowledge, and they teach with enthusiasm and humour. The relationships between staff and pupils are excellent and as a result, pupils engage well and are motivated to learn. Assessment of progress is rigorous and is used well to identify the next steps in learning for pupils. Pupils know what they have to achieve and how to do it. A range of different methods of target setting are used for the core subjects of English, mathematics and science. The strong system of marking used by all teachers, together with verbal feedback from teachers means that pupils understand what they have achieved and what they need to do next.

The rich curriculum is well planned to engage pupils practically and creatively which makes learning fun. Opportunities are planned, including the good use of outdoor areas, to make links across subjects and make learning more relevant. Information communication and technology and literacy skills are used effectively to support learning in other subjects. Provision for the social and emotional aspects of learning makes a considerable contribution to developing aspects of pupils' well-being especially to their spiritual, moral, social and cultural development. The curriculum is further enriched by a number of visits to and visitors from the local community, themed weeks and out-of-school clubs.

This is a very caring school where staff know pupils and their families well. The schools' highly inclusive ethos, together with sensitive support, ensures that concerns are quickly highlighted and addressed. Excellent communication with parents and carers ensure that information is shared regularly. This means that parents feel that they have a role to play in their children's school life. The outstanding arrangements for pupils entering the school at all ages help them to settle quickly and confidently. Similarly, highly effective links with the local junior school enable excellent transfer to the next phase of pupils' education. Effective relationships with other agencies to support pupils with special educational needs and /or disabilities and those who are vulnerable are well established and effective ensuring that these pupils make good progress.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The quality of leadership in this rapidly improving school is one in which there is a strong sense of a common purpose. The clear vision generated by the headteacher and her senior leaders is shared by all leaders and managers who aspire together to lead

**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

this school to excellence. One of the keys to its success is how well staff work together to make this a very inclusive school where equality of opportunity is central to its provision. All leaders are an integral part of development planning as they strive to meet the high aspirations they have for the school and its future. A typical comment by staff notes: 'We value and support each other as colleagues □ as we all strive to continually improve the provision we make for all children.'

The commitment to the development of middle leadership over recent years has resulted in the confident delegation of roles. Staff have very clear responsibilities to monitor, review and evaluate their areas of responsibility and this level of accuracy enables the school to successfully drive performance.

Safeguarding arrangements are good. Effective steps are taken to ensure that the school is a healthy and safe environment and regular checks are made to minimise risks. Good procedures are followed and well documented.

Many aspects of the school's contribution to community cohesion within the local area are well embedded. Recent evaluation has considered the impact of engagement within the school and the local community. It recognises the many strengths reflected in the outcomes of pupils' personal development and well-being. Plans clearly identify the next steps to engage with others from more diverse backgrounds.

The wide ranging expertise of the governing body brings additional skills to the leadership and management team. They are extremely positive about the work of the headteacher since her appointment and work hard to support her and her team. Because they are frequent visitors to the school, in a variety of different roles, governors have an excellent knowledge of developments and this has a strong impact upon their role in challenging the school towards greater improvement. Target setting is realistic but challenging and outcomes for pupils are good or better.

The school's work and relationships with parents is exceptional. A considerable range of opportunities exist for parents to work with the school to the benefit of their children, they attend workshops, assist in school and on visits. Parents set great store by this school and extremely positive comments make particular reference to the accessibility of staff and the care that staff give to their children.

*These are the grades for leadership and management*

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



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The highly effective leadership of the Early Years Foundation Stage has transformed provision over recent years to create an exciting environment in which children flourish. Children enter Nursery with skills below those typical for their age particularly in personal and social development and in communication, language and literacy. They quickly settle to new routines because of the excellent induction procedures. By the time they are ready to enter Year 1, they reach, and in some cases exceed, national expectations for their age especially in their personal development and in speaking and listening skills.

The learning environment is well resourced and bright both indoors and outdoors. Activities are well planned to take into account the needs and interests of young children with good opportunities to develop skills through singing, discussions and role play. For example, small groups of children thoroughly enjoyed their roles as fire fighters as they found the 'fire', bought the water and problem solved the question of how to get the water out of the hosepipe. The outdoor provision is well resourced and provides a good range of activities which include opportunities to access large apparatus. There are a number of opportunities for children to work independently. Adult-led activities, both indoors and out of doors, are clearly focused. However, opportunities to engage in creative and problem solving activities using their own initiative are still at an early stage of development and this can limit the progress of some children. Children's records are extremely detailed and adults use these effectively to identify next steps in learning. There is a strong, caring ethos within the Early Years Foundation Stage in which the welfare of children is a priority. The good support given to children ensures their well-being and well planned procedures ensure this is a safe place to be. As a result, children are secure. They confidently access the different areas of learning and are able to talk happily about their thoughts and ideas. Even at this early stage, children are demonstrating developing abilities to share and take turns. Their behaviour is excellent.

**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	1

## Views of parents and carers

This school is extremely well thought of by parents and carers. They consider the school to be caring and supportive and the staff approachable. Comments such as, 'I continue to be encouraged and comforted by the high standard of education, care and discipline provided by the head and teachers' and 'teaching methods are extremely effective, whilst also being enjoyed by the children along the way,' reflect the high levels of satisfaction that parents expressed about the school.

Six parents spoke with an inspector and their thoughts echoed those of the questionnaires. Parents were extremely enthusiastic about all aspects of the school. They praised highly the way excellent behaviour was promoted and the caring nature of the school which enabled their children to be safe, secure and happy. They felt that children learnt well as a result of this. Key to the successful partnership with parents was the high standard of communication and opportunities for parents to learn how to support their child's learning through, for example, workshops and weekly newsletters. Evidence from a range of observations and discussions with pupils fully support the views of parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pickering Community 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 inspector received 80 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	129	73	48	27	0	0	0	0
The school keeps my child safe	138	78	40	22	0	0	0	0
The school informs me about my child's progress	117	66	61	34	0	0	0	0
My child is making enough progress at this school	112	64	59	34	0	0	0	0
The teaching is good at this school	136	76	42	24	0	0	0	0
The school helps me to support my child's learning	133	75	45	25	0	0	0	0
The school helps my child to have a healthy lifestyle	116	65	61	34	1	1	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)	118	69	46	27	0	0	0	0
The school meets my child's particular needs	116	66	60	34	0	0	0	0
The school deals effectively with unacceptable behaviour	92	54	75	44	0	0	0	0
The school takes account of my suggestions and concerns	96	55	76	44	0	0	0	0
The school is led and managed effectively	134	75	44	25	0	0	0	0
Overall, I am happy with my child's experience at this school	140	79	37	21	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

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



Thank you so much for the lovely welcome you gave us when we inspected your school recently. We really enjoyed talking to many of you and we were very impressed with the way in which you care for each other and for your school.

I judge that yours is a good school where all of the staff work really well together to make sure that you have lots of exciting opportunities to enjoy your learning. This is something that you also told us and all of your parents agreed.

All of the staff and people who work with you in school make sure that you are very well cared for and this means that you feel safe and happy when you come to school. Your teachers plan exciting lessons for you. Because they know what you do well, they help you to plan your next steps so that you can work at even higher levels. This has made a real difference to your reading and writing.

To help your school become even better, I have asked your headteacher and school leaders to help you even further and to:

- give more challenge to those of you who write well so that you can make even better progress
- give children in Nursery and Reception more creative and problem solving activities for them to explore and investigate on their own.

I'm sure that you too will be able to think of more ways in which you can help your school to be even better than it is now.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**