

Bainbridge Church of England Primary and Nursery School

Inspection report

Unique Reference Number	121477
Local Authority	North Yorkshire
Inspection number	339951
Inspection dates	15–16 October 2009
Reporting inspector	Gordon Potter

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	55
Appropriate authority	The governing body
Chair	Mrs Sam Parfitt
Headteacher	Mrs Elaine Hopwood
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons or part lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised the questionnaires returned by parents as well as questionnaires from staff and pupils.

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

- pupils' attainment on entry and the rates of progress they make across school
- the quality of teaching in school
- how well the curriculum promotes pupils' skills, especially in writing.

Information about the school

Bainbridge Church of England Primary and Nursery School is much smaller than average. The proportion of pupils eligible for free school meals is below average. All pupils are from White British or other white ethnic backgrounds. The percentage of pupils with special educational needs and/or disabilities is well below average. The proportion of pupils who have a statement of special educational need is average. The school has achieved the Healthy School's award and Activemark. Children commence the Nursery class in the term after their third birthday. They commence full-time education in Early Years Foundation Stage in the autumn term of their Reception Year.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Bainbridge Church of England Primary and Nursery School is a satisfactory school which has many good features, especially in the way it cares for its pupils and improves their self-esteem and confidence. The school is justly proud of its inclusive nature and its place at the heart of the community and pupils particularly enjoy activities linked to the local environment. Teachers strive to make learning stimulating by offering an exciting and varied curriculum so that pupils tackle their work with enthusiasm and determination and have high attendance.

Although attainment varies in a school with small cohorts, pupils typically make satisfactory progress from their starting points. Attainment at the end of Key Stage 2 is broadly average because too few pupils have achieved Level 5 and writing and science have been weaker aspects of pupils' attainment. School and local authority data indicate that results in the 2009 tests for eleven-year-olds were above average and that these pupils had made satisfactory progress from above average starting points. Pupils achieved well in science as a result of recent improvements in the teaching of science.

While some pupils, including those with special educational needs and/or disabilities, make good progress, rates of progress across school are inconsistent and typically satisfactory. This is because although teachers have a wealth of data about pupils' attainment, work is not always well-matched to pupils' individual abilities. The school has introduced assessment procedures to test children's abilities on entry and there is evidence that they now make good progress in the Early Years Foundation Stage and enter Year 1 with above average skills. However, there is not yet a clear enough understanding of the progress they have made from those starting points as they advance through school. This has meant that some able, potentially higher achieving pupils attain average standards in the assessments for seven-year-olds and their true abilities continue to remain unidentified, for example, as they enter Year 3.

Senior leaders have tackled some of the most important weaknesses since the last inspection and, although much remains to be done, improvements have been made.

The school has implemented appropriate strategies to improve writing, the curriculum and marking and there is now a wealth of data although this is not yet well enough used to help teachers plan what pupils need to learn next. The school has made satisfactory progress since its last inspection. Although the school believes it is further along the road to improvement than it actually is, senior leaders have used self-evaluation to identify appropriate areas for improvement. Therefore, the school's capacity to improve is satisfactory because there is clear evidence that initiatives are making a difference to improving outcomes for the pupils. The school provides satisfactory value for money.

Pupils are very positive about their school and most appreciate how the school helps them to stay safe and enjoy their learning. They say that teachers help them so that they know how to improve their work. They say that they find it helpful when they know what level they are working at and how to achieve the next level, although this is not always told to them. However, a significant minority of pupils say that they do not enjoy school although this is not evident in those lessons where they are actively involved in their learning.

What does the school need to do to improve further?

- Raise attainment by:
 - developing teaching strategies that will improve pupils' learning and progress
 - ensuring that senior leaders and teachers make better use of assessment information when reviewing progress and when planning work for individuals or groups of pupils
 - increasing the pace of lessons so that pupils have more opportunities to participate in practical and investigative work and learn independently or with others
 - ensuring that pupils know the level of their work and what they need to do to reach the next level.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The extent to which pupils achieve and enjoy their learning is satisfactory. Attainment has risen for pupils in Key Stage 1 in recent years, so that from starting points which have been above average they reach above average standards at the end of Year 2. Attainment at the end of Year 6 is broadly average. Results in the tests for 11-year-olds are typically average. These pupils have made satisfactory progress from their lower starting points. This is because teaching, while it is satisfactory and has many good features, is not yet strong enough to ensure that pupils make better than satisfactory progress from their starting points.

Pupils show great keenness to do well in their work. They are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in the high levels of involvement in sporting activities and the high uptake of healthy school meals. They get on very well with each other and with the adults in the school, and they say they feel very safe. They are confident that they know exactly what to do in the event of a concern. Pupils behave well, have good attitudes and relationships in lessons and work conscientiously. When they are learning through lively activities, such as being witnesses to a mine accident or playing number games, their enjoyment is high. However, when lessons are less engaging their enjoyment is reduced and their learning is less

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productive.

Pupils make a good contribution to the school community, taking on a range of roles and they put forward their ideas as individuals. The school's focus on developing pupils' speaking and listening skills means that pupils now have the skills to resume the school council. There are good links with older residents in the local area and they raise money for a range of local and international charities. Pupils have a love of the rural area where they live and thrive in the work they do in the National Park. Pupils' understanding of different faiths and communities in Britain and in other parts of the world such as Zambia and Sweden is good. They have confidence in using information and communication technology (ICT) and have developed enterprise skills through costing and planning their residential visit. They have developing skills in working collaboratively and their basic skills in English and mathematics equip them satisfactorily for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

While teaching is satisfactory overall it has many good features. In good lessons,

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

teachers use their secure subject knowledge to plan a range of interesting activities. Teachers use discussion, games and interactive whiteboard technology to engage pupils and to stimulate their thinking. Teachers use speaking and listening activities as a stimulus to writing and, together with opportunities to write in subjects across the curriculum, this is beginning to improve pupils' confidence in their ability to write interestingly, at length and with increasing accuracy. Some can already use higher order skills such as paragraphing and using figurative language. Teachers make it clear what pupils are to learn in the lesson and use questions well to find out what pupils already know and to check that they have learned more. Marking is good and helps pupils develop a good understanding of their own strengths and areas to develop. In some lessons, teaching assistants are used effectively to support pupils with special educational needs and/or disabilities, although this is inconsistent across school. In less effective, though satisfactory lessons, pupils are not so engaged and this reduces their enjoyment and learning rate. Teachers talk for too long, the pace of lessons is slow and opportunities are missed for pupils to learn independently or together. Pupils also lose interest when they wait for work to be set for other groups of pupils. In mixed age classes, work is planned according to age and not ability and this contributes to pupils' satisfactory rather than good progress.

The curriculum offers pupils a range of interesting activities. They enjoy welcoming artists and writers to school and their own visits to other places such as Bolton Castle and White Scar cave. They participate enthusiastically in a range of extra-curricular activities in sport and the arts. There is a strong focus on learning about life in other countries. Pupils benefit from the high quality of care and guidance by all staff. Developing all pupils' self-esteem, enthusiasm for learning and sense of responsibility is central to the school's work and is reflected well in the day-to-day life of the school. Provision for pupils with special educational needs is well managed and there are effective programmes for intervention and support so that these pupils make good progress. Developing practices to involve parents as they enter school, good procedures as pupils move through school and good relationships with the local secondary school ensure that pupils are well prepared for the next phase of their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 and staff team have a shared commitment to pupils' wider personal

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development and to improving teaching and the curriculum. Staff are involved in the decision making process. Senior and middle leaders are involved in the self-evaluation process and have effectively brought about improvements in the Early Years Foundation Stage, in the curriculum and in the teaching of writing. However, there is a less clear understanding of how to use data to ensure that work is challenging enough for all pupils. This is a key reason why pupils' progress is only satisfactory in Key Stage 2. The school's skilful use of outside agencies, such as educational psychologists, to support individual pupils when required, shows the school's effectiveness in promoting equal opportunities for all pupils. It is equally good in ensuring that discrimination against any group is avoided at all times. Governors have been instrumental in supporting the school, challenging it to raise standards and developing strong links with outside agencies. Resources are used well especially in the development of the area for outdoor play. The school's arrangements for safeguarding pupils meet government requirements satisfactorily and secure pupils' safety. Some issues about access which were discussed during the inspection are being addressed by the new extension to the building and through consultation with the local authority. The school makes a good contribution to community cohesion. The sense of community in the school is strong and there are good links with the local community and a good awareness of life in other countries. There are opportunities for pupils to build an understanding of Britain as a diverse, multicultural society. The school has good relationships with parents and carers, who are provided with frequent information about their children.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start school with a range of skills, knowledge and understanding that is in line with that expected for children of this age, although problem solving, reasoning and numeracy is a weaker aspect. Information about children as they enter Year 1 indicates that they have skills and abilities which are above average and that they have made good progress in the Early Years Foundation Stage. This is as a result of good teaching. For example, the teacher very skilfully led a reading session which encouraged children to express their opinions and to predict what might happen. Children particularly enjoy learning and playing happily together outside and their behaviour is good. There is a satisfactory range of resources to promote children's learning and creative play, although some were inaccessible because of building work. Children are encouraged to learn by exploration and they enthusiastically used a tape measure to investigate the size of their toys.

Children are well cared for and improvements to the induction process mean that more is known about the children when they start school so that their individual needs are quickly identified and catered for. The small cohort of children in the Early Years Foundation Stage means that there is only one adult and this presents some problems about supervision of free access to indoor and outdoor play and the ability to meet the immediate care needs of individual children. The team leader has a good understanding of the needs of children of this age. The recent introduction of a baseline assessment is helping her to monitor the provision more thoroughly and giving her a more rigorous understanding of the strengths and weaknesses of individual children and how to meet their needs. While the school has overarching policies which include the Nursery, there are not policies and procedures which relate specifically to the Early Years Foundation Stage.

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	2
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

25 parents and carers responded to the Ofsted questionnaire and analysis showed that support for the school is very strong. Most parents support the work of the school and the way it helps pupils to feel safe and enjoy their learning. They comment especially upon pupils' enthusiasm towards the topic-based learning, the trips and the interest shown at home. All respondents believe that the school keeps children safe and encourages them to be healthy. Parents and carers are also strongly supportive of the leadership and management of the school, the quality of teaching and the way the

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school meets children's needs. However, a very small minority indicated that they felt that their child was not making enough progress, that they had concerns about the quality of teaching and believed the school could give more information about pupils' progress and how parents can help children to learn at home. Inspectors agree that these are areas for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bainbridge Church of England Primary and Nursery 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	64	16	32	2	4	0	0
The school keeps my child safe	34	68	16	32	0	0	0	0
The school informs me about my child's progress	26	53	16	33	4	8	2	4
My child is making enough progress at this school	22	46	18	38	4	8	2	4
The teaching is good at this school	30	61	14	29	2	4	2	4
The school helps me to support my child's learning	24	48	18	36	6	12	2	4
The school helps my child to have a healthy lifestyle	32	64	18	36	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)	18	38	24	50	4	8	0	0
The school meets my child's particular needs	24	48	20	40	6	12	0	0
The school deals effectively with unacceptable behaviour	16	33	28	58	2	4	0	0
The school takes account of my suggestions and concerns	20	41	24	49	2	4	2	4
The school is led and managed effectively	20	42	22	46	2	4	2	4
Overall, I am happy with my child's experience at this school	32	64	16	32	0	0	2	4

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 pupils' 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.



Dear Pupils

Inspection of Bainbridge Church of England Primary and Nursery School, Leyburn, DL8 3EL

On behalf of the team, thank you so much for making us welcome when we inspected your school.

You go to a satisfactory school and some things are good. The staff care for you very well. Teachers help you learn well and they make what you learn varied and exciting. Sometimes they talk too much and miss opportunities to allow you to learn independently or by working with your friends. The team was impressed by the pride you take in your work. You behave well, work very hard in your lessons, and you look after one another admirably. You are polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and sports activities. Your parents and carers like the school very much, especially the way in which your teachers care for you.

The way your school is led and managed is satisfactory. Leaders and staff know what needs to be done to make the school better and their work is making the school gradually become more effective for you. I have asked your teachers to do the following things to make your school even better.

- Help you to achieve better results in your tests at the end of Year 6.
- Make sure that you know at what level you are working and what you need to do to progress to the next level.
- Make sure that more lessons are good, with teachers matching tasks and activities to your needs in all classes.

You can help by continuing to do your very best, as I am sure you will, and by keeping up your outstanding attendance. I wish you every success in the future.

Yours sincerely

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