

# Huby Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121501
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339957
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	Andrew Swallow

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jean Abbey
<b>Headteacher</b>	Miss Rachel Hindle
<b>Date of previous school inspection</b>	25 April 2007
<b>School address</b>	Tollerton Road Huby York YO61 1HX
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons and observed four teachers. The inspector held meetings with governors, staff and groups of pupils. He observed the school's work, and looked at the school's plans, self-evaluation documentation, relevant policies, assessment and tracking systems, safeguarding procedures and pupils' books. Questionnaires from 44 parents and carers were analysed.

- Children's skills on entry into the Early Years Foundation Stage and how well these are developed by the time they begin Year 1.
- Overall standards attained by the end of Year 6, especially in mathematics.
- Rates of progress throughout the school, especially for girls.
- Arrangements to promote regular attendance throughout the school.
- The impact of leadership and management on driving improvement, given the changes in staffing since the last inspection.

## Information about the school

This is a small school. Almost all pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. A lower than average proportion has special educational needs and/or disabilities. Since the last inspection, there have been a number of changes in staffing and an increasing number of pupils joining the school towards the end of Key Stage 2.

The school's external accreditations include National Healthy School Status, Basic Skills Quality and Activemark.

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school that successfully fulfils its promise to provide quality caring and inclusive education. Central to all adults' aspirations for all pupils is the effective leadership and management of the headteacher. Parents and carers are very positive about the school and make approving comments about the 'safe environment where older children really look after the younger ones.'

Huby is a warm and harmonious place to learn. All staff display total commitment in providing outstanding care, guidance and support. As a consequence, pupils attend very regularly, behave exceptionally well and are very welcoming and courteous to visitors. The good curriculum, which includes high-quality enrichment opportunities and a range of sporting activities, underpins pupils' excellent understanding of the importance of a healthy lifestyle. Pupils are therefore very happy in their learning, make helpful contributions to school and local community life and show a good understanding of risks and how to deal with them. Their spiritual, moral, social and cultural development is also good.

Children get off to a good start and make good progress in the Early Years Foundation Stage. Good improvements have been made to the outdoor environment since the last inspection. Progress by all pupils across Years 1 to 6 is good, including those with special educational needs and/or disabilities who receive carefully targeted support. Consequently, the overall standards reached at the end of Year 6, by the very small numbers of pupils, are above average. Through well-targeted strategies, the school has improved on the standards achieved in recent years. Teaching and learning are good, on the whole, but in some lessons teachers tend to spend too long on introductions and do not always provide meaningful opportunities for pupils to work things out for themselves.

The headteacher and staff are relentless in the quest to ensure that all pupils reach their potential. They are supported and challenged by a well-informed governing body and through effective partnerships with other schools and organisations. Arrangements to evaluate the quality of the school's work are accurate, and rigorous procedures, that hold everyone to account for pupils' outcomes, ensure a good capacity for further improvement.

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

- Raise the quality of teaching and learning to the very best seen in the school by:
- - strengthening opportunities for pupils to share their thinking with each other and develop their own viewpoints

- - linking the development of pupils' skills with 'real-life' experiences, thereby enhancing their relevance and importance.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils enjoy their learning, are highly motivated and behave exceptionally well. For example, Year 1 pupils concentrated vigorously to create a class musical composition, representing a rainstorm, combining layers of sound carefully, using egg shakers, maracas and small drums. Year 3 and 4 pupils focused intently on planning the steps required to make a Balinese mask, stimulated by research on Indonesia and attentive to the purpose of, and audience for, the mask. Year 6 pupils wrote fluent and knowledgeable short biographies about Charles Dickens and Charlotte Brontë, enthused by their reading of extracts of the authors' works. The school's rigorous assessment procedures show that all groups of pupils, including girls and pupils with special educational needs and/or disabilities, make good progress. This is because of overall effective teaching, stimulating resources and well-matched activities. Most pupils reach above average standards by the end of Year 6 in reading, writing and especially so in mathematics, from largely average starting points. However, due to the small numbers in each year group, results are often affected by pupils who have additional needs, particularly by those who join the school late in the school year. The school has addressed this problem by improving its systems for checking pupils' skills on arrival, pinpointing underperformance as early as possible, and targeting one-to-one support more successfully.

Pupils say they feel very safe. They enjoy looking after each other, particularly in the 'Huff and Puff' lunchtime sessions. They are confident they can always find someone to help with a problem. They have an excellent understanding of how to keep fit and take part enthusiastically in many sporting activities. Pupils' attendance is excellent, and the popular fresh fruit and vegetable snacks, combined with healthy school meals and lots of exercise, result in very low levels of absence through illness. Good spiritual, moral, social and cultural development is evident in pupils' mature attitudes, their influential roles as school councillors and members of the 'green team'. They show a real desire to learn about the lives of children from different cultures in their local partner school and from visitors during 'international week'. They are very much respected by people who live nearby through their recycling and composting work in the community, singing in the local church and 'Wednesday club' performances for the older members of the community and adults with learning difficulties.

*These are the grades for pupils' outcomes*

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<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**

<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>2</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>2</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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is good. Recent changes in staffing have been well managed to enhance improvements in pupils' learning since the last inspection. These include stimulating activities, through a range of themes and contexts, which inspire all pupils to develop their reading, writing and mathematical skills, and excellent use of information and communication technology (ICT) for research, recording and presentation purposes. Teachers' open-ended questions probe further pupils' understanding and help to consolidate new ideas. Teaching assistants are thoughtfully deployed to support pupils' individual needs, particularly for those who join the school during the academic year, and act as a further resource for targeted groups. Assessments of how well pupils are doing are used effectively to share appropriately challenging targets and to ensure that they know what to do to make progress towards them. Occasionally, teaching is not as effective as it might be. This is when teachers spend too long explaining and presenting information, at the expense of pupils working together to share ideas and think things out for themselves. Opportunities are sometimes missed to link the development of particular skills with 'real-life' experiences, thereby enhancing their relevance and importance.

Central to the good curriculum is the rich programme of visits, visitors and themed weeks, carefully integrated into topics to bring learning alive. These include opportunities to visit a power station as part of work on electricity, attend workshops by a Zimbabwean sculptor, sample French food created by a French chef and take part in the popular Mardi Gras week. There are many exciting opportunities for pupils to learn French, play sport, sing and learn a musical instrument. The development of pupils'

social and emotional learning is a real strength. By the time they leave school most pupils have excellent ICT skills, using computers confidently to produce images and visual models, analyse data, record sound, exchange information and create presentations.

All staff are persistent in ensuring outstanding levels of welfare and care for all pupils, especially those whose circumstances make them the most vulnerable. Pupils really are known as individuals and have high levels of confidence in adults to advise them accordingly. 'They're always there when you need them,' is a typical view. There are good links with families and partnerships with cluster primary schools and the local secondary school. The additional support provided by local authority, local churches and community services really does ensure that all pupils are valued and included. Arrangements to promote regular attendance, mutually supportive relationships and excellent behaviour are very effective indeed.

*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 headteacher leads the school well. She sets a very clear direction and tone for the school's work and is aspirational on behalf of all young people. Staff are equally ambitious. All work collectively to check the impact of teaching, and make good use of information on how well pupils are doing. Self-evaluation is accurate and outcomes of monitoring are used carefully to deploy additional resources to support the performance of pupils with specific needs, including the more able. Across the school, adults promote equality of opportunity well, tackling any unfairness vigorously.

There are good procedures for safeguarding pupils, including detailed arrangements for assessing and eliminating risks. Support provided by key agencies is of a good quality. Governors and staff receive regular and up-to-date training, especially on child protection issues. The school integrates issues about safety into the curriculum well, so that pupils develop a strong understanding of how to keep themselves safe. All arrangements are evaluated systematically.

Governors display a good understanding of the school's strengths and areas for development and are well organised. Through their planned and regular visits to school, they are confident in challenging staff and holding them accountable for standards. They engage effectively with families, pupils and all adults working in the school and have a good understanding of the needs of the local community. Through an effective

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

partnership with a nearby primary school, comprising pupils from multicultural backgrounds, planned visits to a local synagogue and Sikh Gurdwara, and regular visitors representing different faiths and cultures, the school promotes community cohesion locally, nationally and internationally. Additional concerts and performances, including those in local churches, promote a good understanding of the importance of cultural, religious and socio-economic harmony.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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 majority of children arrive in Reception with skills and abilities that are comparable to those seen nationally. By the time they enter Year 1, most have made good progress to work very securely within the early learning goals in all areas, and some beyond. Close liaison with nursery providers and effective information for parents and carers help children make a confident start. Comprehensive welfare arrangements and supportive relationships ensure that children feel safe and secure, and settle quickly. The stimulating indoor and outdoor environments now ensure that children have a variety of tempting and creative activities which sustain their interest, help to develop self-esteem and provide pleasure in learning new skills.

Across the provision as a whole, children play well, independently of adults, becoming active and inquisitive learners. Staff are well led and work effectively as a team. They intervene well to boost children's learning, support their language development and get them thinking for themselves. They are particularly astute in observing, noting and recording children's key developments in individual 'learning journeys' and collective 'big books'. Information on children's starting points and outcomes throughout the Reception



Year are used systematically to check progress and plan for increasingly challenging activities.

*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	2

## **Views of parents and carers**

A large majority of parents and carers who responded to the inspection questionnaire are overwhelmingly positive about almost all aspects of the school's work. They confirm that their children enjoy school and are exceptionally well cared for, and inspectors agree. A very small proportion of questionnaires contained criticisms, notably about the effectiveness with which the school tackles misbehaviour, and the regularity with which the school informs parents and carers about their children's progress. Inspectors found behaviour to be excellent, both within and outside lessons, and that there are appropriate levels of information made available to families by the school about the achievements of individual children. The school's own regular surveys of parents and carers provide significantly positive feedback. They typically comment on the excellent range of extra-curricular opportunities and how well the children get on with each other.

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

Ofsted invited all the registered parents and carers of pupils registered at Huby 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 inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	58	20	38	2	4	0	0
The school keeps my child safe	32	62	20	38	0	0	0	0
The school informs me about my child's progress	24	46	22	42	5	10	1	2
My child is making enough progress at this school	24	46	24	46	2	4	0	0
The teaching is good at this school	28	54	22	42	0	0	1	2
The school helps me to support my child's learning	28	54	20	38	2	4	0	0
The school helps my child to have a healthy lifestyle	31	60	20	38	1	2	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)	24	46	21	40	1	2	0	0
The school meets my child's particular needs	26	50	23	44	2	4	1	2
The school deals effectively with unacceptable behaviour	20	38	22	42	6	12	2	4
The school takes account of my suggestions and concerns	19	37	28	54	3	6	1	2
The school is led and managed effectively	28	54	20	38	2	4	0	0
Overall, I am happy with my child's experience at this school	29	56	21	40	2	4	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](http://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.

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## 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 pupils' 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.**



01 July 2010

Dear Pupils

Inspection of Huby Church of England Voluntary Controlled Primary School, York, YO61 1HX

Thank you for your very warm welcome when I inspected your school. I really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what I found out.

You should be really pleased because I agree with your views and judge your school to be good. You should also be proud because you are very polite, extremely well behaved and very supportive of each other. You have an excellent knowledge of how to stay healthy and safe. Adults look after you so well that you feel very confident to ask them for help at all times. You told me that lessons are really interesting and, for the most part, I agree with you. You learn a lot from all of the visits and visitors to school that your teachers plan for you and you make excellent use of computers to enhance your work. Your headteacher leads your school well with the support of all the staff and governors. They make sure you are happy and make good progress. You make a good start in the Early Years Foundation Stage, and across Years 1 to 6 you work hard. As a result, you attain above average standards by the end of Year 6.

I have asked your school to ensure that all lessons contain opportunities for you to share ideas with your friends and work out things together. I have also asked that your lessons should be linked to real-life experiences to ensure that your learning is both relevant and purposeful.

You can all help in sustaining the good education that Huby provides by continuing to attend daily, reaching your targets and supporting each other. I wish you every success in the future.

Yours sincerely

Andrew Swallow

Lead inspector

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