

# Spennithorne Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121517
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339961
<b>Inspection dates</b>	13–14 July 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>	71
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Warburton
<b>Headteacher</b>	Mr Gavin Hayman
<b>Date of previous school inspection</b>	9 October 2006
<b>School address</b>	Spennithorne Leyburn North Yorkshire DL8 5PR
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and observed three teachers. Inspectors held meetings with governors, staff and groups of pupils. The school's work was observed and inspectors looked at documentation including the school's plans for development, self-evaluation documentation, relevant policies, assessment and tracking systems, safeguarding procedures and pupils' books. Questionnaires from 26 parents and carers were analysed.

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

- pupils' overall attainment by the end of Year 6, given the variability since the last inspection
- rates of pupils' progress across Years 1 to 6, especially for high attainers
- the consistency of teaching and use of assessment to ensure that lessons are sufficiently challenging
- the quality of curriculum in providing opportunities for pupils to develop key skills across all subjects
- 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 and 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 similar proportion as seen nationally has special educational needs and/or disabilities. Since the last inspection there has been a complete change in staffing, including a new headteacher. The school's external accreditations include Healthy Schools status.

**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?**

**3**

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

**2**

## Main findings

This is a satisfactory school. It is rapidly improving and successfully fulfils its promise to provide quality care. The headteacher provides far-sighted leadership which is resulting in higher outcomes for pupils. Despite significant changes in staffing, in just one year he has correctly identified strengths and areas for improvement. His decisive actions have enhanced pupils' learning and progress and raised attainment. Governors and staff are supportive. Governors are providing more challenge as they receive increasingly helpful information about the quality of the school's work. Self-evaluation is accurate and there is a clear vision for the future. Given such insightful and strong leadership and improving outcomes for pupils, the school's capacity to continue to improve is good.

Many aspects of the school's work are good. Spennithorne is a warm and harmonious place in which to learn. All staff display total commitment in providing good care, guidance and support. As a consequence, pupils behave well and are welcoming and courteous to visitors. The good curriculum, which includes high quality enrichment opportunities and a range of sporting activities, underpins pupils' good personal development and improving skills. Pupils make helpful contributions to school and local community life and show positive regard for each other. Their spiritual, moral, social and cultural development is also good. However, arrangements to promote community cohesion and extend pupils' knowledge of life in a multicultural society are at an early stage. Parents and carers are highly supportive of the school's work. They draw attention typically to an 'atmosphere of happy and enthusiastic learning'.

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. From Years 1 to 6, progress of all groups of pupils is satisfactory and attainment is broadly average. Boys' attainment in reading is improving, as are standards in writing and mathematics, particularly by the most able. Nevertheless, there is still more work to be done to achieve consistency across all years. Teaching and learning are not yet good throughout the school. This is largely due to the significant changes in staffing since the last inspection and the fact that not all teachers use the assessment information they collect to meet the needs of all pupils and ensure that they understand how to improve their work.

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

- Ensure consistency in pupils' progress in writing and mathematics from Years 1 to 6 by:
  - – using the new tracking arrangements to pinpoint underperformance earlier and

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refine activities to meet better the needs of individual pupils

- – increasing the expectations of every teacher for all pupils' outcomes.
- Improve the quality of teaching and learning so that it is at least good across the school by:
  - – providing more opportunities for pupils to share ideas with each other and to develop their own thinking
  - – improving the quality of information shared with pupils about how well they are doing in lessons and their next steps in learning.
- Promote community cohesion beyond the school by involving families and community groups in exploring the lifestyles of people from different cultures, faiths and backgrounds.
- 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 vast majority of pupils are keen to learn and achieve satisfactorily. When provided with the opportunities, they cooperate effectively in pairs and groups, willingly ask questions and offer ideas. They work productively when they are actively involved in practical and meaningful tasks that capture their imagination and match their particular needs. For example, pupils in Years 4, 5 and 6 take part readily in role play, questioning each other vigorously to determine the thoughts of key characters from the novel they are reading. Most pupils reach average standards by the end of Year 6, in reading, writing and mathematics, from broadly average starting points. Consequently, across Years 1 to 6 all groups of pupils make overall satisfactory progress, although there is some variation between classes. This is largely due to inconsistencies in the quality of teaching. However, recent improvements in checking pupils' progress, and the targeting of additional specific adult support, have accelerated progress. In particular, boys now make better progress in reading due to better resources such as books that capture their imagination. Pupils with special educational needs and/or disabilities, and the more able, make similar rates of progress to those of their peers.

Pupils say they feel safe and that they enjoy looking after each other. They are confident they can always find someone to help with a problem. They have a good understanding of how to keep fit and take part enthusiastically in sporting activities. They enjoy the popular nutritious morning snacks, combined with healthy school meals and lots of exercise. Pupils' attendance is satisfactory, but improving. Good spiritual, moral, social and cultural development is evident in pupils' mature attitudes, their influential roles as school councillors and independent fundraising. They show a real interest to learn about the lives of children from different cultures in their Belgian partner school and from overseas visitors on European languages day. Currently, their understanding of life in a multicultural society is less well developed. Pupils are very much respected by people who live nearby through their paper recycling, gardening and impressive charity work.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Lessons include several strengths, especially the supportive environment that ensures that all pupils feel involved and cared for. Where teaching is at its most effective, stimulating opportunities for pupils to talk and work together develop good understanding. Pupils are engrossed in practical tasks that are relevant to everyday experiences. Teaching is stimulating and teaching assistants work effectively alongside pupils with specific and additional needs. However, in some lessons teachers provide too much information and do not challenge pupils sufficiently to work things out for themselves. The same activities continue for too long, are often repetitive and, consequently, pupils' attention wanders and the pace of learning falls. In a small proportion of lessons expectations are not high enough and teaching assistants are unproductively deployed. The school has recently improved the quality of marking and the regularity with which assessment information is gathered about individual pupils. This is used well by some, but not all teachers, to share with pupils what they need to do next and to plan the future steps in their learning.

The curriculum is well organised, with increasing links across subjects for pupils to

<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.

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practise literacy, numeracy, and information and communication technology skills. Use of the local environment as a background for learning ensures that experiences are meaningful and relevant. Experiences are particularly well planned to address the needs and interests of pupils with special educational needs and/or disabilities. An effective programme is in place to develop pupils' personal and social skills. Opportunities to enhance the way pupils relate to one another socially and emotionally are good. The widespread teaching of French gives pupils access to different experiences and cultures which they find exciting. The good range of out-of-school activities is popular, helping to enrich pupils' overall experiences. Provision for sport is of a high quality. Pupils participate in a wide range of team games. Regular visitors to school, and visits to places of interest, including residential, broaden pupils' points of view.

Arrangements for the care, guidance and support of all pupils make a good contribution to their personal development. Procedures for promoting positive behaviour are effective. Arrangements are in place to improve attendance, which is rising. The school intervenes sensitively to provide additional support for children and families when needed. Clearly targeted support has positive outcomes for pupils whose circumstances make them vulnerable. Parents and carers are highly appreciative of the school's efforts.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

**How effective are leadership and management?**

The recently appointed headteacher holds high aspirations for all pupils and sets a clear direction for the school. He has managed a period of significant uncertainty well and is now focusing on improving the quality of teaching and learning to raise achievement and standards further. Much has been achieved in a short period of time. There are now good procedures in place to drive the school forward. Monitoring and evaluation have improved. Thorough analysis of pupils' attainment and progress identifies underachievement and response is quicker. Staff are held more to account for the progress of the pupils in their classes. Targets are sufficiently challenging and met. Although a few governors are new, regular feedback ensures a clear picture about the school. The governing body support the drive to improve and are becoming increasingly challenging about the school's work. Self-evaluation is collaborative and staff play a full role in identifying strengths and areas for improvement. Improvement planning concentrates on the right priorities to move the school forward.

The school ensures that procedures to safeguard pupils meet requirements and are

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up-to-date. Training of all staff, in particular in child protection, is of an appropriate quality. Leaders are aware more needs to be done to broaden learning about safe practices within the curriculum, particularly in relation to safe use of the internet.

Good links with the community, local authority and other outside agencies enhance the school's work. In particular, meetings with local schools have helped to broaden the curriculum and especially provision for art. Links with parents and carers are also good. They are kept well informed about pupils' progress and behaviour, through the school's website and weekly newsletters. The school works hard to promote equality of opportunity and tackle discrimination. Recent improvements in checking the progress made by all pupils is enabling underachievement to be identified and tackled much sooner.

The school is active in making a good contribution to community cohesion within the local community by effective charity work and good links with the local church. However, leaders recognise a need to draw further on the divergent backgrounds of people, nationally and internationally, to promote pupils' understanding of the lifestyles of a wider range of cultures.

*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	3
<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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

The majority of children enter the Early Years Foundation Stage with skills and abilities that are similar to those seen nationally. By the time they enter Year 1 children's all-round development is securely average and for many it is above this level. This demonstrates the increasingly good progress children now make and the higher starting



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point for many at the beginning of Year 1. Effective links with nurseries and families, from the onset, help children to make a confident start. Good welfare arrangements and supportive relationships ensure that children feel safe and settle quickly. The stimulating indoor and outdoor environments ensure that children have a variety of interesting and creative activities which sustain their interest, help to develop their self-esteem and provide pleasure in learning new skills. Across the provision as a whole, children play well, becoming active and inquisitive learners. The temporary leadership ensures that staff work efficiently as a team and teaching is good. Staff intervene appropriately to boost children's learning, support their language development and get them progressively thinking for themselves. Recent improvements in observing, noting and recording children's key developments, particularly through the 'learning journeys,' are used thoughtfully to check progress and plan for worthwhile 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**

Parents and carers are overwhelmingly positive about all aspects of the school's work. They confirm that their children enjoy school, are well cared for and that the school is led and managed effectively. Inspectors agree. Inspectors disagree with parents' and carers' views on teaching. Although it is improving, it is not yet consistently good.

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

Ofsted invited all the registered parents and carers of pupils registered at Spennithorne Church of England 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	73	7	27	0	0	0	0
The school keeps my child safe	21	81	5	19	0	0	0	0
The school informs me about my child's progress	21	81	5	19	0	0	0	0
My child is making enough progress at this school	17	65	9	35	0	0	0	0
The teaching is good at this school	19	73	7	27	0	0	0	0
The school helps me to support my child's learning	17	65	9	35	0	0	0	0
The school helps my child to have a healthy lifestyle	21	81	5	19	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)	14	54	12	46	0	0	0	0
The school meets my child's particular needs	18	69	8	31	0	0	0	0
The school deals effectively with unacceptable behaviour	18	69	8	31	0	0	0	0
The school takes account of my suggestions and concerns	20	77	6	23	0	0	0	0
The school is led and managed effectively	24	92	2	8	0	0	0	0
Overall, I am happy with my child's experience at this school	23	88	3	12	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](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.

## 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.**



15 July 2010

Dear Pupils

Inspection of Spennithorne Church of England Primary School, Leyburn, DL8 5PR

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

Spennithorne is a satisfactory, but rapidly improving, school which enables you to reach average standards. You get off to a good start in the Early Years Foundation Stage where you learn well. There are many other good features. In particular, I agree with many of you and your parents and carers who told me how kind the adults are and how much you enjoy school. You behave very well and get on really well together. Many of you set a good example by keeping active at breaks and lunchtimes and by eating fruit and vegetables as snacks. I was really impressed by the fundraising and charity work that you do, particularly as so many of the ideas come from yourselves. All the adults take good care of you, including those of you who need extra help. These things happen because your headteacher and governors work very hard to improve what is happening in school.

One reason for our visit was to see what your school could do better. I have asked your headteacher, governors and teachers to work on the following things.

- Ensure that you all make consistently good rates of progress in writing and mathematics across Years 1 to 6.
- Make sure that all teaching is good by providing challenging activities for you, and by checking regularly that all of you understand what to do to improve.
- Promote community cohesion more by exploring with you and your families the lifestyles of people from different cultures, faiths and backgrounds across the world.

You can all help your teachers by continuing to attend every day, reaching your targets and supporting each other. I wish you every success in the future.

Yours sincerely

Dr Andrew Swallow

Lead inspector

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