

West Heslerton Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121541
Local Authority	North Yorkshire
Inspection number	339967
Inspection dates	16–17 June 2010
Reporting inspector	Judy Jones

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Mrs Bridget Benthall
Headteacher	Mrs Rachel Wells
Date of previous school inspection	19 June 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons or parts of lessons, seeing all full- and part-time teachers, and held meetings with governors, staff and groups of pupils. She spoke to parents and carers, and observed the school's work. She looked at documentation including the school development plan, external reports, reports to governors and policies relating to child protection and safeguarding. The inspector analysed 23 questionnaires from parents and carers, together with 12 from pupils and nine from staff.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- the attainment and achievement of pupils in the Early Years Foundation Stage and Key Stage 1
- the effectiveness of teaching and learning for a wide range of needs in all years but especially in Key Stage 1
- the leadership team's ability to provide those opportunities routinely available in larger schools but not always in small schools
- the preparation of pupils for their move to a large secondary school.

Information about the school

The school is much smaller than the average primary school and serves a predominantly rural area. Around two thirds of pupils come to school by bus from nearby villages. Reception and pre-Reception children share a teaching area with Key Stage 1 pupils and there is one class for Key Stage 2 pupils. All pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities is broadly average; the proportion known to be eligible for free school meals is below average. The number of pupils in each year group ranges from three to 10. After a period of fluctuation due to changing local circumstances numbers have been stable for the last three years. A larger than usual proportion of pupils join or leave the school outside the customary times. There is a well-attended after-school club.

At the time of the inspection almost all Year 5 and 6 pupils were out of school on a residential visit. The inspector looked at records of their progress in English and mathematics and at samples of their work. She spoke to some by telephone.

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 good school is well supported by parents and carers and by the local community. Close links with its local church and a Christian ethos underpin all aspects of its work. Pupils say how much they like school and can think of nothing they want to change. 'It's a perfect school,' is a typical comment. The detailed tracking of pupils' performance shows clearly that they make good progress and leave Year 6 with broadly average standards. However, in a school with such small numbers, comparisons with national figures should be treated cautiously. Progress is better in the Early Years Foundation Stage and Key Stage 2. In Key Stage 1 the most able pupils are not always sufficiently challenged by their work and a few pupils do not always follow class routines. Teachers usually manage the mixed-age and mixed-ability classes well, by providing a number of different tasks based on the same theme so that pupils can work at the levels appropriate to their abilities, whatever their age.

Pupils are not disadvantaged by the low numbers. Sports are followed keenly and pupils with particular talent encouraged. The school is part of a cluster of small schools and takes part in sports competitions which focus on athletics and games that do not require large teams. Many trips make sure that pupils do not miss out on cultural enrichment and when they transfer to secondary school they have the confidence to join a larger organisation. Their spiritual development is enhanced through the strong links with the church and through the study of other religions. A study of Judaism that includes the story of Ann Frank has reinforced their understanding of moral values. Pupils have a good grasp of the part they play in the school and local community and of the school's place in the global community through their work for Fairtrade and sponsorship of a child in Liberia. They have less understanding of the multicultural nature of the United Kingdom and little experience of mixing with British people from different races and faiths.

The school has good capacity to improve. Pupils' progress and achievement have improved since the previous inspection and the leadership team, including the governing body, has streamlined development planning and managed efficiently funds that change frequently due to the widely varying numbers of pupils. The leadership team's accurate self-evaluation is based on reliable data and actions taken to improve the experience for all pupils are focused on clearly identified needs.

What does the school need to do to improve further?

- Improve learning in Key Stage 1 by:
 - – providing a wide enough range of activities for all pupils so that all are challenged

- – encouraging all pupils to follow classroom practice by establishing clear routines combined with practical learning opportunities that bridge the transition from Early Years Foundation Stage to Year 1.
- Improve pupils' understanding of the multicultural nature of the United Kingdom by:
- – providing pupils with more opportunities to learn at first hand about the lives and customs of ethnic minorities in the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils are keen to learn and their achievement is good whatever their starting points. They are proud of their work and take their targets for improvement seriously. Literacy skills are well developed. For example, Year 6 pupils can distinguish the style and vocabulary needed to persuade the headteacher to change their uniform from the style and vocabulary suitable for telling an exciting story. By Year 6 punctuation and spelling are usually accurate. Pupils' number skills grow steadily, particularly in Key Stage 2 where pupils use the four rules of arithmetic confidently. They enjoy solving problems. An investigation into the number of coins needed to make given sums of money led a group of Year 4, 5 and 6 pupils to discover an interesting and unexpected pattern that they quickly linked to their knowledge of multiples of five. They are curious about the world around them and enjoy exploring ideas. Pupils with special educational needs and/or disabilities make good progress because they are given sensitive support by adults, and because they are able to work at the rate of other pupils at the same level even if their ages are different. In Key Stage 1, pupils make satisfactory progress but the more able pupils are sometimes not stimulated enough, so that they do not move on quickly enough to more challenging work.

Pupils of all ages are confident and sociable. Key Stage 2 pupils know and follow classroom routines well and behaviour is consistently good. In Key Stage 1 a few pupils sometimes find routines difficult without the support of adults. Pupils get on well together and cooperate well in lessons and when playing. They are aware of each other's needs and differences. For example, they pointed out to the inspector the purpose of the quiet area in the playing field where pupils go when they want to be on their own or they need a friend. Children in both classes enjoy classroom responsibilities. At lunchtime those responsible serve food to each other carefully and fairly, and all understand the importance of eating healthily and taking exercise. They are very clear about the risks of misusing the internet. They live out the Christian messages they hear through close links with the church in the way they take good care of each other and show concern for anyone in distress.

These are the grades for pupils' outcomes

¹ 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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good overall with the best mainly in Key Stage 2, where a high proportion is outstanding. Teachers and teaching assistants plan and work well together to make sure pupils are given work that matches their different stages of development. In some Key Stage 1 lessons this is less successful, even though groups are given different activities. For example, pupils may spend too long waiting to be moved on when they have shown they have mastered a task. In Key Stage 2 teachers' questioning is exceptionally good. They frequently answer a pupil's question with another question to encourage reflective thinking, or suggest ways to find out the answer. Teachers assess work thoroughly and accurately. Marking throughout the school is good so pupils know how well they are doing. They can say what they need to do to improve because they are given personal and achievable targets, such as 'Use capital letters in the right places.'

The curriculum provides many opportunities for interesting activities unified by themes. During Money Week pupils investigate money problems in mathematics and practise writing instructions for playing Monopoly in English lessons. There is considerable enrichment: pupils made a collage for the school and a decoration for the church during a visit from artists. A travelling art gallery visited the school and was made available to parents and carers, and the community. There is sufficient flexibility in the curriculum to meet the needs of pupils with special educational needs and/or disabilities. They receive well-judged specialised support from outside agencies.

Pupils are known as individuals and supported with great kindness by all. Good systems and well-organised records underpin all decisions relating to pupils' welfare. Pupils enjoy the after-school club, which is well resourced and well managed. Arrangements for

transfer to the secondary school are tailored to the needs of Year 6 pupils. Parents and carers of children who have made the move say their children settled quickly into the much larger school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Improvement since the previous inspection is due in part to the clear-sighted leadership by the headteacher who models outstanding teaching in her own practice. Strategic planning to raise the quality of provision and pupils' achievement is effective and well understood by all. Teaching is monitored and supported by well-targeted professional development, including opportunities for teachers to see each other teaching. The leadership team's careful tracking of pupils' progress and participation in activities ensures equal opportunities for all and does not permit any form of discrimination.

Governors know the school well and have a good range of skills between them. They share a common sense of purpose with the headteacher and support the school's aim. They are well informed and ask challenging questions before taking decisions. Finances are well managed and the school gives good value for money.

Leadership gives good weight to the school's position in the community. Links with parents and carers and partnerships with local organisations are strong. From this, pupils develop an understanding of community cohesion. They learn about other societies worldwide through their work with Fairtrade and fundraising for Third World countries but they have little knowledge of the multicultural British communities living not far from their own community.

Systems for safeguarding pupils are meticulous and meet all requirements. Within the curriculum pupils are taught to keep safe in many ways and the importance of using the internet safely is particularly well taught. Even Year 2 pupils can explain clearly what to do and what not to do when communicating with others electronically.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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

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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get a good start in the Early Years Foundation Stage. Many start school with little experience of collaborating with others, drawing, painting or communicating, but they develop well and although overall standards are below average when they start Year 1, all children acquire skills and knowledge at a faster than expected rate.

The setting is well organised and managed. Profiles recording progress are well kept and indicate the next steps the child should take to develop further. Children spend some time each day with Key Stage 1 pupils, but most of their time they are in their own area, which is attractive and has good facilities for exploring the world around them. As a result, children quickly begin to communicate in speech and start to learn to use sounds, letters and numbers. They play enthusiastically with resources with designated functions, such as water trays and waterwheels. There are, however, few simple multipurpose materials such as large cardboard boxes that encourage creativity through being used in many different ways – for example as shops, garages or castles as chosen by the children. Teachers and highly skilled teaching assistants guide children without imposing their own ideas. Consequently, children gain in confidence by seeing the success of their own activities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Questionnaires from parents and carers were received relating to 23 of the 50 pupils in the school. The responses were strongly supportive of the school and several included written comments saying how happy parents and carers were with their children's education. A few negative responses were concerned with unacceptable behaviour and how it is managed. The inspector agreed that the school provides a good standard of education and pupils are happy at school. She also agreed that there are occasional instances when pupils find it hard to conform to expected behaviour, but that the school manages this well and to the benefit of both the pupils concerned and the rest of the class.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Heslerton 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 inspector received 23 completed questionnaires by the end of the on-site inspection. In total, there are 50 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	13	19	83	1	4	0	0
The school keeps my child safe	8	35	14	61	1	4	0	0
The school informs me about my child's progress	8	35	12	52	3	13	0	0
My child is making enough progress at this school	10	43	11	48	2	9	0	0
The teaching is good at this school	8	35	12	52	2	9	0	0
The school helps me to support my child's learning	8	35	13	57	2	9	0	0
The school helps my child to have a healthy lifestyle	7	30	16	70	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)	6	26	15	65	1	4	0	0
The school meets my child's particular needs	6	26	16	70	1	4	0	0
The school deals effectively with unacceptable behaviour	8	35	9	39	4	17	2	9
The school takes account of my suggestions and concerns	6	26	15	65	2	9	0	0
The school is led and managed effectively	6	26	16	70	1	4	0	0
Overall, I am happy with my child's experience at this school	10	43	12	52	1	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). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

16–17 June 2010

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.



18 June 2010

Dear Pupils

Inspection of West Heslerton Church of England Voluntary Controlled Primary School,
Malton, YO17 8RD

Thank you for making me so welcome when I inspected your school recently. I greatly enjoyed meeting you and I am very sorry I did not meet most of the Year 5 and 6 pupils. However, it was good to talk to some of you on the phone and I enjoyed looking at your work.

This is a good school where you learn well and make good progress. You are kind to each other and good at carrying out the many jobs as monitors and helpers, and you have a very good understanding about how to live healthy lives and keep safe, especially when using the internet. You have worked very hard to improve your writing and I read some very interesting and well written pieces of work with good punctuation and spelling in your literacy books.

Your teachers encourage those of you in Key Stage 2 to think for yourselves by asking you questions that make you think hard. As a result, you come up with interesting ideas and make exciting discoveries, especially in numeracy and science. Pupils in Key Stage 1 are doing all right but I have asked your teachers to help you work a bit faster on tasks that make you think hard, and give you more tasks where you have to find things out by doing activities and not writing as much.

At present you do not know a lot about the lives of people in the United Kingdom whose families came from far off countries such as those in Asia and other parts of Europe, and who may have different beliefs and customs from you. I have asked your headteacher to give you the opportunity to learn more, either from visits or from visitors to the school.

Yours sincerely

Mrs Judy Jones

Lead Inspector

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