

# Husthwaite Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121502
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380255
<b>Inspection dates</b>	23–24 February 2012
<b>Lead inspector</b>	Derek Pattinson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daphne Smith
<b>Headteacher</b>	Rebecca Bainbridge
<b>Date of previous school inspection</b>	May 2009
<b>School address</b>	Low Street Husthwaite York YO61 4QA
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## Introduction

Inspection team

Derek Pattinson

Additional inspector

The inspection was carried out with two days' notice. The inspector observed teaching and learning in seven lessons, spending four hours observing the teaching of five teachers. He held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parents View) in planning the inspection. He looked at school development plans and recent School Improvement Partner reports and headteacher's reports to the governing body. He analysed the most recent national and school data on pupils' attainment and progress, safeguarding policies and records, assessment information, the latest attendance information and pupils' work in all classes. The 66 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

## Information about the school

This is a much smaller than average size rural primary school serving local villages and the surrounding area. The school has four mixed-age classes one of which contains Nursery and Reception children as an Early Years Foundation Stage class. Almost all pupils are of White British heritage. The proportion of pupils who are known to be eligible for free school meals is a little below the national average. The proportion of disabled pupils and those who have special educational needs is broadly average. The school meets the current government floor standards, which set minimum expectations for pupils' attainment and progress. The headteacher, in 2011, took on an 'acting headteacher' role at another school within the authority, although she has now returned to her full-time position at this school.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a satisfactory school. Pupils, including disabled pupils and those with special educational needs, make satisfactory progress as they move through the school. Children in the Early Years Foundation Stage make good progress because of the good teaching and provision. Attainment is above average by the end of Key Stage 2 but is weaker in writing than in reading and mathematics. The school is not good because of inconsistencies in the quality of teaching, flaws in some aspects of planning in the curriculum and a lack of sharpness to some elements of leadership and management.
- Teaching is satisfactory overall but good in the Early Years Foundation Stage class and Years 5 and 6. Most lessons are typified by warm, caring relationships, with much effective use of encouragement and praise, which provide a successful platform for learning. However, some weaknesses hold pupils back. For example, pupils do not always have enough time to work independently and work provided is not always at the right level for them. The curriculum does not yet give enough emphasis to developing the important skills of English and mathematics and information and communication technology, and to the systematic development of pupils' skills in these subjects.
- Most pupils behave well in lessons and around the school. They demonstrate good attitudes to learning, especially when challenged. Pupils cooperate sensibly and show much interest in their work and activities, which they often undertake with enthusiasm. Pupils' attendance is above average and almost all are punctual. They show a good awareness of how to keep themselves safe.
- The headteacher and staff have identified the right priorities for moving the school forward. The governing body increasingly holds the school to account for what it achieves. Teamwork is having an increasing impact on raising attainment and accelerating progress. However, subject leaders are not yet

fully accountable for standards and progress and the monitoring of teaching does not focus enough on how pupils learn.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Ensure that all teaching is consistently good or better in order to raise attainment and accelerate pupils' progress in English and mathematics by:
  - injecting greater pace into some lessons and reducing the amount of time teachers spend on explanations so that pupils have enough time to work independently
  - ensuring that pupils have more opportunities to share what they have learnt to inform teachers' planning for the next lesson
  - checking that marking always helps children to improve as well as acknowledging what they have achieved.
  
- Strengthen the effectiveness of leadership and management by:
  - developing further the roles of subject leaders so that they know what works well and what needs doing to ensure they are fully accountable for standards and progress.
  - giving a clearer focus on the impact on learning when checking on the quality of teaching.
  
- Improve the quality of the school's curriculum by:
  - ensuring that the skills of literacy, numeracy and information and communication technology have a higher profile and that planning ensures their systematic development
  - providing more opportunities for pupils to investigate and solve problems, especially linked to real-life situations.

## **Main Report**

### **Achievement of pupils**

Most pupils enjoy learning and respond well to challenges; however, this is not consistently the case and, in some lessons, pupils lack enthusiasm. Children enter the Early Years Foundation Stage with knowledge, skills and understanding that are broadly typical for their age. They make a good start to their school lives there, because of the good leadership, teaching and provision they receive and achieve well. Stimulating surroundings, good organisation and an interesting curriculum encourage children to develop their self-confidence and perseverance, which promote their learning well. For example, children show excitement and interest when designing a moving vehicle. Most parents and carers believe that their children are making good progress. However, inspection evidence indicates that for most pupils progress is satisfactory except in the Early Years Foundation Stage where it good.

In Key Stages 1 and 2, achievement is satisfactory. From the above-average starting points to Year 1, attainment rises at a satisfactory rate and is above national average by the end of Year 6. In 2011, reading and mathematics were the strongest areas. However, progress for all groups of pupils, including for disabled pupils and those with special educational needs, is uneven as pupils move through the school. It is best in Years 5 and 6 where most teaching is good. Where progress slows, such as in Years 3 and 4, work is not always at the right level and pupils have too little time to work independently.

The teaching of linking letters with the sounds (phonics) help pupils acquire early reading skills ensuring children in the Early Years Foundation Stage make good progress in reading. As a result of the high profile given to reading, with pupils given increasing opportunities to read for pleasure, information and enjoyment, attainment in reading is above average at the end of both Years 2 and 6. Attainment in writing is not as high as in reading. However, the school has worked hard and successfully to narrow gaps in the performance between different groups, not only in reading but in mathematics and writing too.

### **Quality of teaching**

Teaching is satisfactory overall. It ensures satisfactory progress, but while there is some good teaching, it is not effective enough to secure good progress for all pupils. It is better in the Early Years Foundation Stage where there is an appropriate balance of activities led by the teacher and those chosen by children. Good teaching was seen in both the Nursery and Reception class and also in Years 5 and 6. Lessons are typified by sound relationships, the effective management of pupils and skilled use of encouragement and praise in most classes. As a result, and because most teachers know their pupils well, spiritual, moral, social and cultural development is effectively promoted.

When work is challenging, subject knowledge secure, resources carefully chosen to appeal to pupils' interests, time used to good effect and presentations are lively, pupils achieve well. These features were observed in a literacy lesson in which older pupils learn to use onomatopoeia and figurative language when writing poetry based on the story of Hiawatha. Good lessons ensure that pupils behave well and have positive attitudes to learning. Support staff are deployed sensitively and ensure that pupils with complex needs are fully included. However, in lessons judged satisfactory, teachers often talk for too long, which restricts the time pupils have for independent work. Sometimes work is too easy for some and too difficult for others. Pupils do not always have opportunities to show what they have learnt or how challenging they found the work because time is not always used well to promote best possible learning. There are missed opportunities for pupils to use information and communication technology to support their learning.

Better use is made of marking and target-setting for pupils than at the time of the previous inspection. Teachers' marking is regular and gives praise where it is due. However, it sometimes lacks pointers on how pupils can improve their work, especially in mathematics. Pupils increasingly know their targets and what they must do to improve. Most parents and carers believe that their children are taught well,

although a small number disagree; the inspector judges teaching overall to be satisfactory.

### **Behaviour and safety of pupils**

The strong relationships underpin pupils' good behaviour and positive attitudes to learning, one pupil typically commenting that, 'people here care for you and make sure you are well looked after'. One parent understandably commented about, 'the wonderful family atmosphere and friendly, approachable staff', and this is a view supported by many. Most pupils clearly enjoy what the school provides, which helps to explain their above-average attendance and punctual arrival each day. Some pupils talked freely and spontaneously to the inspector as he moved around the school, engendering a genuine warmth and welcome, illustrating clearly the strong emphasis given to courtesy and politeness. Pupils sit respectfully and listen to their teachers even when they are sometimes required to sit for too long before starting their work. Pupils are learning to understand the impact their actions have on others. Moral and social development is a high priority. Pupils develop well as responsible citizens, many taking pride in their efforts and achievements, celebrated at regular assemblies. Pupils collaborate and cooperate effectively in lessons, such as when older pupils solve problems by interpreting data about world time zones.

Most pupils behave well in lessons and around the school and know right from wrong, a view supported by most parents. Nevertheless, the good behaviour of most pupils does not result in consistently good progress because of weaknesses in teaching. A small number of pupils, mostly in Key Stage 2, and their parents and carers, believe lessons can be occasionally disrupted by bad behaviour. Nevertheless, when pupils with complex needs respond inappropriately, this is handled firmly and sensitively, following agreed procedures, so that the behaviour does not impinge on the learning of other pupils. Pupils talk about different forms of bullying and indicate that procedures for dealing with any incidents are clear. They understand the school's use of rewards and when sanctions are likely to be applied.

Almost all pupils feel safe in school, a view supported by all parents who completed the questionnaires. They like and trust their teachers who always listen to their concerns. The 'Playground Squad' helps pupils to sort out their own differences, developing their independence and sense of responsibility.

### **Leadership and management**

The school is rapidly improving under the strong and effective direction provided by the headteacher and senior leaders. This good leadership is tackling weaknesses and increasing progress. For example, progress is accelerating in Key Stage 1 leading to steadily rising standards over the past three years by the end of the key stage. There is now a much more rigorous approach to tracking academic achievement, embraced by all teachers, which has led to a narrowing of gaps in the performance of different groups. An invigorated and extended senior leadership team has a clear overview of the progress pupils make and what needs to be done. School development planning focuses strongly and successfully on raising pupils' attainment further and accelerating their progress, such as in writing, and priorities are rigorously pursued. A previous focus on improving standards in reading has led to improved

performances across the school. Spiritual, moral, social and cultural development is good, particularly moral and social elements, which are given strong emphasis.

The curriculum is satisfactory. Some activities give pupils a wide range of experiences and promote enjoyment by linking subjects successfully. Others use the outdoor area to promote learning, such as when pupils in the Key Stage 1 class study the Gruffalo's footsteps in the playground as a stimulus for their writing. However, the important skills of literacy, numeracy and information and communication technology are not given enough emphasis to secure their systematic development, and problem solving and investigative opportunities are not high profile, especially linked to real-life situations.

The school places strong emphasis on keeping pupils safe and its safeguarding arrangements are good. For example, a record of accidents is carefully maintained. Discrimination in any form is not tolerated and this contributes to the largely harmonious community.

Subject leaders are becoming increasingly involved in monitoring to give them the clearest possible view of what works well and what needs to be done. However, they are not yet fully accountable for standards and progress. Although teaching is improving and is increasingly monitored by senior leaders, monitoring focuses more on teaching than on learning. Most issues from the last inspection have been tackled decisively. Standards at the end of Key Stage 1 have steadily improved and the above-average standards at the end of Key Stage 2 have been maintained. Increasingly challenging targets are set and often achieved. The effective governing body is increasingly involved in holding the school to account and leading the school's direction as shown in its strategic plan. The school's good knowledge of its strengths and weaknesses and current rapid improvement demonstrates its good capacity to improve.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



27 February 2012

Dear Pupils

**Inspection of Husthwaite Church of England Voluntary Controlled Primary School, York YO61 4QA.**

Thank you for your friendly welcome and for sharing your views of the school by talking to the inspector and returning the questionnaires. I enjoyed my visit. You told me that you believe you go to a good school. I found that your school is satisfactory, with some things that are good.

- Most of you enjoy school; you like your teachers and most of you behave well.
- All adults who work in school take good care of you.
- Your headteacher and teachers know how to make your school a good school.
- You feel safe in school.
- Those of you in the Early Years Foundation Stage make a good start to your learning.
- Your attendance is better than in most schools.

Here are the most important things I have asked your headteacher, teachers and governors to do to help your school become a good school.

- Make sure that all lessons are at least good by always giving you time to work on your own, that work is not too hard or easy for you and that you always have time to talk about your learning and what you need to know next.
- Make sure that leaders know as much as possible about how well you are doing in your learning so that you can make the best possible progress.
- Ensure that all lessons are interesting and exciting and that you have lots of opportunity to develop important skills, such as in literacy, numeracy and information and communication technology, solve problems and carry out investigations.

I wish you all the best and hope you continue to try hard and enjoy your learning.

Yours sincerely

Derek Pattinson  
Additional inspector

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