

Scotton Lingerfield Community Primary School

Inspection report

Unique Reference Number	121413
Local Authority	North Yorkshire
Inspection number	359008
Inspection dates	10–11 February 2011
Reporting inspector	Lesley Clark

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Mrs Sarah Francis
Headteacher	Mrs Michelle Moore
Date of previous school inspection	21 May 2008
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Introduction

This inspection was carried out by two additional inspectors. Six lessons were observed and four teachers were seen. Meetings were held with Year 6 pupils and members of the school council, members of the governing body and staff. The inspection team observed the school's work, and looked at a range of documentation including assessments of pupils' progress, the governing body minutes and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils and 29 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of lower- and higher-attaining pupils in both key stages in mental mathematics and writing.
- The impact of the curriculum on pupils' learning and development.
- Whether provision and outcomes in the Early Years Foundation Stage are good and if so, why.
- The impact of the innovative arrangements for leadership and management.

Information about the school

Scotton Lingerfield Primary School is much smaller than the average primary school. It is over a mile away from each of the three villages it serves and is in a semi-rural location near Knaresborough. Almost all pupils are White British. The proportion of pupils with special educational needs and/or disabilities is broadly average. None currently holds a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. Most of the staff have changed in the last three years. The school has three mixed-age classes. Reception children are taught in a class with Key Stage 1 pupils. The school is led and managed on a part-time basis by the headteacher and by the Key Stage 1 and Key Stage 2 leaders. The school holds the Active Mark and has 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is improving rapidly because of three outstanding elements: high attendance, the first-rate use of assessment information to support pupils' learning and the excellent leadership and management of teaching and learning. Pupils thoroughly enjoy school and rarely miss a day because they are eager to learn. They are fully involved in checking their own learning. They know exactly what to do to improve their work and what they need to focus on next. As a result, the school exceeds its challenging targets. The leadership team checks the quality of teaching rigorously and gives practical points for improvement which have a strong impact on pupils' learning. The quality of teaching is consistently good and pupils' progress is accelerating rapidly as a result. The school has made good improvement since the last inspection in using assessment information as its main tool to drive up achievement. Its self-evaluation is very largely accurate and its priorities are clear. The school demonstrates its good capacity for sustained improvement.

Achievement is good. From starting points which are broadly as expected for their age, pupils make good progress across the school. Their attainment in English and mathematics is above average by the end of Year 6. Pupils become confident learners and are proud of their successes. They are good at mental mathematics and write well. Occasionally, teachers misjudge pupils' capacity to work independently and so allow too little time in lessons for them to work productively on their own, especially when writing. Pupils follow an interesting curriculum which is enriched by an extensive range of extra-curricular clubs. The outdoor curriculum is a notable strength.

Children make good progress in the Early Years Foundation Stage, especially in their personal development and in communication, language and literacy. Staff keep a wealth of detailed information about children's learning and development. However, opportunities are missed to share some of these details with parents because they are not collated into an individual record for each child.

Pupils are well cared for and so they thrive and turn into confident youngsters who are well prepared for the next stage of their education. However, because the school is so small, and everyone is known as an individual, information is often shared by word of mouth and is not appropriately recorded. Governors ask the right questions but do not check whether action has been taken as a result of the questions they raise. This is why both safeguarding and the role of the governing body are judged to be satisfactory rather than good as the school believes, despite the considerable strengths in terms of their commitment and the school's good provision for pupils' care, support and guidance.

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What does the school need to do to improve further?

- Increase the opportunities for pupils to learn independently by:
 - giving pupils enough time to work productively on tasks, especially in writing
 - expanding opportunities for pupils to learn through exploration and discovery.
- Simplify the recording of children's progress in the Early Years Foundation Stage by:
 - collating the observations and annotated photographs for each child
 - making clear what the next steps are and whether children have met them
 - sharing these with parents.
- Tighten up record keeping by maintaining better written pupil records.
- Ensure governors keep a close check on whether the issues they raise have been resolved.

Outcomes for individuals and groups of pupils

2

Pupils arrive punctually to lessons, ready to learn. Their high attendance rate is a significant factor in their success. Lessons in key skills make a lively start to the day's learning when, for example, older pupils demonstrate their speed and accuracy in French and their growing knowledge of capital cities and countries. Pupils' achievement is good and they clearly enjoy their learning. They especially enjoy mathematics because they say, 'It's fun and you learn different ways of doing things each week.' Standards are above average in mathematics by the end of Year 6 because lessons are practical and ensure pupils have a good understanding of number and calculation. When pupils are engaged in setting their own challenges, their learning increases rapidly, for example when more-able pupils worked out a formula for the number of squares required in a magic carpet and explained to the rest of the class how to work it out. The learning of all pupils accelerated as those laying out the tiny squares across the classroom floor suddenly understood the process. Pupils' progress slows when they have limited opportunities to explore and investigate for themselves.

Pupils' attainment is above average in writing largely because they are closely involved in checking what they write against agreed criteria and have many opportunities to offer advice to each other. Older pupils say 'we find fact-gathering and video-clips give us a lot of words to help us with our writing.' However, pupils do not always have enough time to write independently, without interruption, or to consult books and word banks to extend their vocabulary without an adult helping them. Lower-attaining pupils and those with special educational needs and/or disabilities make good progress because they are given a great deal of individual help well suited to their needs. Attainment is above average overall, with most pupils reaching the expected levels and over half exceeding them.

Pupils know that exercise and a healthy diet are important for their well-being. Older pupils as well as younger ones have fruit at break-time each day. Pupils have a well-tuned perspective on safety, for example, by taking extreme care round the builders' scaffolding and playing vigorously and energetically elsewhere. They have a strong sense of community and are sensitive to each other's needs. The school council acts responsibly on

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pupils' behalf. Pupils know exactly what to do if they have any concerns, explaining, 'You talk to two friends and if they can't help you ask an adult.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

In the best lessons, pupils are challenged well, work at a fast pace and strive to meet their teachers' high expectations. Good features of all lessons include many opportunities to discuss, ask questions and to work with a partner, deciding 'top tips' to help everyone to succeed. Teachers also extend pupils' understanding through effective questioning. In all classes, pupils regularly review their work, look at the progress they have made and know exactly what the next steps are that they need to take in order to improve it. Pupils draft and redraft their work, consulting their friends and matching what they have done against specific criteria. This has a major impact on their learning. However, sometimes pupils spend as much time assessing their work as they do on the work itself, especially writing. Sometimes the imbalance between the time spent on teacher-led activities and pupils' independent learning restricts pupils from learning through finding out for themselves. Teachers use assessment information about pupils' progress exceptionally well to help them to target support exactly where it is needed.

The school's curriculum provides a broad range of experiences, including outdoor learning in the adjacent woodland area and fields, which contribute well to pupils' learning and development. Aspects of the curriculum promote highly effective learning as when older

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pupils built a large-scale model of the Titanic. Their writing and level of discussion was purposeful and well informed as they eagerly speculated on the chances of their Titanic surviving a voyage across a nearby lake. At other times the curriculum is less imaginatively conceived.

Transition arrangements with different pre-school providers and the high school are very effective. As a result, pupils transfer to a much larger school with confidence. They are well cared for and their individual needs are well known by adults in school. Clearly targeted support for vulnerable pupils or for those with special educational needs and/or disabilities contributes well to these pupils' well-being and to improvement in their academic attainment. However, information relating to vulnerable pupils is not thoroughly organised and scant records are kept of meetings, agreed support and medical information. By contrast, records relating to pupils with special educational needs and/or disabilities are well organised.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership team successfully creates a climate for the school's continuing improvement. It is ambitious and drives improvement at a fast rate, as evidenced by improved outcomes for all groups of pupils. Pupils' responses to the inspection questionnaire show that they are 100% certain that the school is led and managed well. Gaps between different groups are closing because of the staff team's drive to promote equality of opportunity and tackle discrimination. For example, a strong focus on ensuring everyone learns to read fluently and accurately has led to confident learners who are well placed to meet challenging targets. An outstanding feature of the shared leadership are the highly effective systems to check the quality of teaching and learning. Points for improvement are pertinent. A combination of coaching, professional development and visiting other schools underpins the strong focus on learning. As a result, the quality of teaching is at least good and so is pupils' achievement, with examples of outstanding practice and excellent rates of progress on occasions.

The governing body is closely involved in the school and governors are well known to staff and pupils. They ensure that pupils and staff are safe and carry out regular checks on the building. Safeguarding regulations are met and procedures are in line with government requirements. The school has a wide range of risk assessments and has a realistic perspective on safety. However, policies and procedures are not easily accessible to parents, carers and staff so as to ensure they are well informed. Record keeping sometimes lacks essential dates and details. Governors do not always follow up issues

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sufficiently rigorously or record what actions have been taken as a result of the questions they ask.

The school's effective partnerships with parents, carers and outside agencies make a good contribution to pupils' learning and development. The school promotes community cohesion well both locally and through its developing national and international links. As a result, pupils have a strong sense of community and good cultural awareness.

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	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle in well and are lively, happy learners who work and play together well. They make good progress over the course of the year, especially in their personal, social and emotional development. They are well taught and the provision for this age group is led and managed well. Children are cared for well and they gain in confidence during the course of the Reception year. Although Reception children share a class with Year 1 and 2 pupils, they spend much of the day leading their own learning, accessing freely interesting activities both indoors and outdoors. They also benefit from working with the older ones, especially more-able pupils who are beginning to link sounds to letters accurately. Adults are adept at asking the right sort of questions to extend children's learning. For example, adults' questioning diverted a prince chasing princesses to become a knight forging a sword while the princesses explored the climbing and balancing equipment.

Staff collect a great deal of information about children's progress, including written observations of their learning and photographic evidence. They share information in discussions which help them to plan activities that reflect children's interests and to help them make the next steps in their learning. Children readily use the 'talking boxes' to record themselves and staff use these effectively to help them to assess children's progress and development. However, an opportunity is missed to collate these details into

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a more informative record of children's learning and development which shows clearly what children say and do, what they need to learn next and then to share these details with parents and carers. Parents and carers contribute to the assessment process through writing about what children do at home in a home/school book similar to those used by pupils in Year 1 to 6.

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

Most parents and carers who responded to the questionnaire have very positive views. They say that their children enjoy school and like 'the wide range of extra-curricular clubs and activities for such a small school'. A very small minority of parents and carers raised concerns about their children's progress and the amount of information they receive. The inspection team found that parents and carers of children in the Early Years Foundation Stage should receive more information about their children's learning but that the school gives sufficient information to parents and carers about the progress of pupils in Years 1 to 6.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scotton Lingerfield Community 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 29 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	69	7	24	1	3	0	0
The school keeps my child safe	23	79	6	21	0	0	0	0
My school informs me about my child's progress	14	48	11	38	3	10	0	0
My child is making enough progress at this school	14	48	12	41	2	7	1	3
The teaching is good at this school	17	59	9	31	1	3	0	0
The school helps me to support my child's learning	15	52	11	38	1	3	2	7
The school helps my child to have a healthy lifestyle	16	55	12	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	62	9	31	1	3	0	0
The school meets my child's particular needs	14	48	11	38	1	3	1	3
The school deals effectively with unacceptable behaviour	10	34	14	48	2	7	1	3
The school takes account of my suggestions and concerns	13	45	13	45	3	10	0	0
The school is led and managed effectively	17	59	8	28	2	7	1	3
Overall, I am happy with my child's experience at this school	17	59	9	31	1	3	1	3

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 February 2011

Dear Pupils

Inspection of Scotton Lingerfield Community Primary School, Knaresborough, HG5 9JA

Thank you for your very friendly welcome. A special 'thank you' goes to Year 6 and the group of school councillors who spent time showing me their work and talking to me about your school. Your school gives you a good education. The following three aspects are outstanding. First, your attendance is excellent and this helps you to learn well as you rarely miss a day of school. Second, the people in charge of your school are very successful at making sure your lessons are good. Third, your teachers are very good at checking your learning and this really helps you to learn well. Your school council represents your views well and you clearly enjoy coming to school to work and play with your friends.

My colleague and I found three things which your school needs to improve to make it better still.

- We have asked your teachers to make sure you have more opportunities to learn on your own, with more time to write and to explore and discover for yourselves.
- We want the teachers of Reception children to collect together all the notes and photographs they have of children's learning into one complete record of children's learning and development to share with parents and carers.
- Although everyone in your small school knows each other extremely well there are times when it is important for adults to make sure they write things down. It is the governors' job to check this too. So we have asked them to do these two things.

You can help by continuing to work hard and asking lots of questions.

Yours sincerely

Lesley Clark

Lead inspector

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