

Killinghall Church of England Primary School

Inspection report

Unique Reference Number	121569
Local Authority	North Yorkshire
Inspection number	339972
Inspection dates	13–14 December 2010
Reporting inspector	Gillian Salter-Smith

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	103
Appropriate authority	The governing body
Chair	Mrs Helen Potter
Headteacher	Mrs Susan Hughes
Date of previous school inspection	11 December 2006
School address	Otley Road Killinghall, Harrogate North Yorkshire HG3 2DW
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Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed involving four teachers and two teaching assistants. Meetings were held with groups of pupils, members of the governing body, staff and a representative of the local authority. Discussions took place with a small sample of parents and carers as they brought their children to school. Inspectors observed the school's work, and looked at the school's self-evaluation form, the local authority support plan, the school's improvement and action planning, documents relating to safeguarding and community cohesion. Questionnaires were received and analysed from pupils, staff and 40 parents and carers.

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

- Whether learning and progress are accelerating quickly enough to ensure that attainment is improving strongly, especially in mathematics, for more-able pupils, those with special educational needs and/or disabilities and boys.
- Whether teaching and the use of assessment are consistently effective enough to sustain improvements in progress and provide challenge for all pupils.
- If leaders and managers are bringing about improvements quickly enough during the period of temporary leadership and management.
- The accuracy of the school's outstanding judgements on the adoption of a healthy lifestyles and the engagement of parents and carers.
- The effectiveness of provision within Early Years Foundation Stage in the light of the school's judgements on outcomes.

Information about the school

This school is much smaller than the average sized primary school. The vast majority of pupils are from White British backgrounds and there are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is below average.

An acting headteacher has been in post since September 2010. Consultant support has been provided by the local authority to support the acting headteacher. A new headteacher has been appointed and will take up the post in January 2011. There have been considerable changes in staffing over the past two years. The school is in a local authority category of Intensive Support.

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

3

Main findings

The school provides a satisfactory standard of education. It is improving securely and rapidly. Following a period of significant change in staffing and leadership, leaders, managers and members of the governing body have established clear shared values closely focused on raising achievement. Improved monitoring of pupils' progress and the quality of provision underpins the school's largely accurate self-evaluation. As a result, the correct priorities are identified and well-focused action planning is helping to drive improvements forward. Staff morale is high and they work well as a team. The local authority and effective partnerships with local schools have provided good support helping to improve teaching, learning and assessment, which are now satisfactory. There are not yet enough lessons where learning and teaching are good enough to ensure that pupils reach their full potential. The school is increasingly self-sufficient in bringing about improvement and arrangements are in place to secure the smooth transition between the temporary and substantive leadership. A satisfactory capacity to improve is demonstrated in pupils' rapidly accelerating progress and their satisfactory achievement, which is a considerable improvement on recent years. Although attainment has been low, particularly in mathematics, it is improving securely and is much closer to average than in recent years. It is taking longer to catch up in mathematics than in English following a legacy of underachievement. The very small number of pupils with special educational needs and/or disabilities make good progress. Their needs are identified quickly and additional provision, in good partnership with external providers and agencies, is well targeted to their needs.

When children start in the Reception class, their development is mostly in line with expectations for their age, they make satisfactory progress and by the time they enter Year 1 most pupils are working at average levels. A good range of indoor and outdoor activities interest and excite pupils and support their progress. On occasions, staff do not make sure that children are fully challenged or make the most of interactions and talk with children to develop their ideas and thinking.

The school communicates well with parents and carers and has consulted them on a number of key decisions. Parents and carers are supportive of the school and are right to appreciate the good care, support and guidance that their children receive. Good attention is paid to keeping pupils safe and relationships between staff and pupils are positive and supportive. As a result, pupils enjoy school and their attendance is consistently high. They say they feel safe and secure in school and they behave well. The extent to which pupils adopt a healthy lifestyle is outstanding. Pupils are very active at playtimes and a high proportion take part in extra sporting activities. A majority partake in healthy school meals and many pupils speak knowledgeably about how to stay safe and healthy. Pupils take their responsibilities in school very seriously and are very keen on actively caring for the environment.

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Up to 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.

What does the school need to do to improve further?

- Improve attainment, especially in mathematics, by:
 - ensuring that basic concepts in mathematics are consolidated securely
 - ensuring that there are clearly planned opportunities to develop basic skills of literacy, numeracy and information and communication technology (ICT) when working on themes and topics across all subjects.
- Ensure that teaching and learning in all lessons are at least good or better by:
 - making better use of pupils' individual targets to help them understand what to focus on as they work
 - involving pupils more often in reviewing their own and each other's progress
 - checking more frequently on the progress of pupils working independently to ensure that they are coping with the tasks
 - focusing on pupils' learning needs when planning tasks
 - matching tasks more closely to pupils' learning needs
 - improving the consistency in the quality of presentation.
- Accelerate progress in the Early Years Foundation Stage by:
 - matching tasks and activities more precisely to children's different abilities, especially for those who are more-able
 - making better use of talking with children to extend their thinking and build on their own ideas.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and say that lessons are fun. From an early age they benefit from talking through their ideas with each other and they especially enjoy drama and practical activities. In a Year 5 and 6 lesson, pupils thoroughly enjoyed forming a human timeline of developments in technology since 1948. They enjoy working in pairs, for example, Year 3 pupils worked well together on solving mathematical problems relating to Christmas activities that involved multiplication. Pupils carry out homework tasks with enthusiasm and commitment. In a few lessons, the pace of learning slows when pupils working independently of the teacher lose confidence and are not sure how best to tackle tasks.

Work in lessons and in pupils' written work shows that pupils are making at least satisfactory progress in both English and mathematics. Pupils write for a good range of different purposes, sentences are well structured and pupils take increasing care with punctuation and spelling. Handwriting and presentation show improvement but are not yet consistently good. Work in mathematics is challenging and pupils explain their thinking well. The school's accurate information on pupils' progress shows that almost all pupils are on track to make at least satisfactory progress in both English and mathematics and that increasing proportions of pupils are working at age related expectations at least, more so

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in English than in mathematics. The few pupils with special educational needs and/or disabilities make good progress, especially when they receive well-targeted support in small groups.

Pupils enjoy the friendliness of the school. They say incidents of bullying are very rare and most pupils are confident that staff will help them if they need it. Pupils know what they should include in a healthy packed lunch and older pupils help younger pupils to eat healthily at lunchtimes. Following a week of activities focused on healthy living, parents and carers reported that their children were keen to advise on eating healthily at home. Pupils are proud of their school and are consulted about what helps them to learn best. They have contributed to campaigns to make improvements to the local community, such as, the restriction of heavy lorries passing through the village. Pupils apply their improving basic skills satisfactorily in a range of contexts. They appreciate circle time when they share thoughts and feelings. They take responsibility for the impact of their behaviour on others. Pupils have the opportunity to contribute to assemblies that promote the school's positive ethos and provide opportunities for pupils to reflect on spiritual, social and emotional matters.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
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?

Positive relationships between adults and pupils and good management of pupils' behaviour are helping pupils to become more confident learners. Teaching assistants are

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well briefed on how best to support pupils, especially those with lower attainment and with special educational needs and/or disabilities. Interactive whiteboards are used well to support learning. Talk between pupils is used successfully to help develop thinking. Homework tasks regularly support learning and are enjoyed by pupils. In most lessons, teachers match tasks to pupils' different abilities. However, there are a few occasions when there is insufficient focus on pupils' learning needs and tasks are not well matched to pupils' prior learning. Marking identifies how well pupils have succeeded and what they need to do to improve, but pupils do not always respond to the guidance. Checks on how well pupils are doing when they work independently are not always frequent enough to identify when pupils are not coping with tasks. Pupils are not always aware of the learning targets set for them and some are too complex to successfully guide pupils towards the next steps. Pupils are increasingly encouraged to review their own and each others' learning but this practice is not yet consistent enough. There are inconsistencies in the quality of pupils' presentation of their work reflecting differences in teachers' expectations.

Exciting trips and a variety of visitors to school motivate and excite pupils. Progression in the basic skills is well-planned in discrete lessons for literacy, numeracy and ICT. Additional lesson time is devoted to work focused on pupils' targets. However, there are times when basic concepts in mathematics are not consolidated sufficiently before moving on to new topics. A developing approach to linking subjects through exciting topics and themes is helping to stimulate learning. However, there is not yet a coherent plan for making the most of opportunities to further develop basic skills in the topic and theme-based lessons across all subjects. The curriculum makes good provision for pupils' personal development. A wide range of extra-curricular sporting activities contribute to pupils' positive approach to a healthy lifestyle.

Staff know pupils and their families well. Parents and carers are made very welcome in the school and staff are readily available to discuss any concerns parents and carers may have. Pupils facing difficulties in their lives and those with special educational needs and/or disabilities are well supported with good use being made of external agencies and providers. Information on pupils' progress is used well to identify potential underachievement and well-targeted support is effective in helping pupils catch up.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Temporary leadership, well supported by the local authority, has successfully managed a period of significant change. The turbulence in staffing and in leadership is on track to settle further with the appointment of a new headteacher next term. There is now a clear

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focus and drive to recent improvements. Staff are held more closely to account for pupils' progress. Challenging targets are set for individual pupils, whole classes and the school, and are serving to raise the aspirations of staff, pupils, parents and carers. Arrangements for performance management are closely linked to the school's priorities. A well-planned programme of professional development has supported improvements in teaching and learning and is helping to remove inconsistencies in them. The relative inexperience, and temporary nature of many of the staff, means that many of the responsibilities of leaders and managers have been taken on successfully by the temporary headteacher. However, in good partnership with local schools teachers are currently being prepared to take a greater role in leading and managing areas of the school's work.

The governing body provides satisfactory leadership and has undergone significant changes in recent times. Governors are enthusiastic and supportive of the school. They are well informed about the school's performance and understand the need for a clear focus on raising achievement. A few members of the governing body visit the school regularly to support the work of the school. The school is in the process of developing protocols and guidance for governors' visits and monitoring activities. Training is being undertaken to develop the governing body's knowledge and understanding and, as a result, it is increasingly holding leaders to account for the performance of the school.

The governing body ensures that safeguarding arrangements are securely in place. Training for child protection procedures is up to date. Risk assessments are carried out rigorously and checks on adults in contact with children meet statutory requirements.

The school is committed to equality of opportunity and works effectively to support all pupils whatever their circumstances or background. As pupils' progress accelerates, gaps in performance between different groups are beginning to close.

The school has a clear policy for community cohesion based on an understanding of its own context within a largely White British community. Pupils meet and communicate with different groups within the local community and links are developing with a school in Africa and in the nearby large town. The school is aware of the need to develop pupils' awareness and tolerance of the diversity of cultures within the wider United Kingdom community.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
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	3

Early Years Foundation Stage

Children enjoy their time in the Reception class. They behave well and learn to follow routines. They happily play alongside each other and share equipment well. They enjoyed the role play areas relating to the Christmas story. The outdoor learning area is used successfully to support learning in all areas of the curriculum. Planning ensures that there is a balance of activities that are led by adults and those chosen by children. Staff carry out regular assessments and clear records of children's progress are kept and shared regularly with parents and carers. However, this information is not used precisely enough by staff to ensure that tasks match children's different abilities so that in some sessions more-able children are not sufficiently challenged.

Relationships between adults and children are good and there are good opportunities for children to talk with each other about tasks. Occasionally, staff do not make the most of interactions or talk with children to develop their ideas and thinking. Children make satisfactory progress during their time in the Reception class and by the time they start Year 1, the attainment of most children is broadly average. The school takes good care of the children, and parents and carers appreciate the good communication between staff and themselves about their children's learning. Leaders and managers have identified the right priorities for improvement. Well-focused professional development and action planning is helping to bring about improvements.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A good proportion of parents and carers responded to the questionnaire and most are supportive of the school's work. Many of their comments recognise that the school has undergone a period of change in staffing, leaders and managers and that it is now improving. The inspection evidence confirms that improvement is secure and there is a satisfactory capacity to improve further. A few parents and carers are concerned about the stability of the staffing and the progress their children are making. The inspection found that pupils' progress is currently satisfactory and improving rapidly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Killinghall 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	58	16	40	1	3	0	0
The school keeps my child safe	27	68	11	28	1	3	0	0
My school informs me about my child's progress	17	43	20	50	3	8	0	0
My child is making enough progress at this school	16	40	19	48	4	10	0	0
The teaching is good at this school	14	35	22	55	1	3	0	0
The school helps me to support my child's learning	15	38	22	55	3	8	0	0
The school helps my child to have a healthy lifestyle	20	50	18	45	1	3	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)	13	33	17	43	2	5	0	0
The school meets my child's particular needs	14	35	23	58	1	3	0	0
The school deals effectively with unacceptable behaviour	10	25	21	53	4	10	1	3
The school takes account of my suggestions and concerns	13	33	21	53	2	5	1	3
The school is led and managed effectively	21	53	13	33	4	10	1	3
Overall, I am happy with my child's experience at this school	19	48	15	38	2	5	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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 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.



15 December 2010

Dear Pupils

Inspection of Killinghall Church of England Primary School, Harrogate, HG3 2DW

Thank you very much for the warm welcome you gave to the inspectors. We enjoyed meeting many of you and talking with you about your school. It was good to see that you enjoy coming to school and learning. You are to be congratulated on your high attendance. Your school is providing you with a satisfactory education. There are good parts to your school. You behave well and feel safe and secure in school and the staff take good care of you and keep you safe. Those of you who need special help with your learning do well because the staff plan carefully what you need and work well with other people from outside the school who know how best to support you. You are outstanding ambassadors for healthy living, having a clear understanding of how to exercise and have a healthy diet. It was pleasing to see many of you taking on responsibilities well, such as playground buddies and good to hear how keen you are to make a difference to your local community and the environment. You are making satisfactory progress in your work overall but you are doing better in English than in mathematics.

The leaders and managers of your school, including the governing body, are working hard to improve your school. We have asked them to focus on improving teaching and learning. This is so that more of it is good in order to help all of you, including the youngest children in reception, to improve your achievement, especially in mathematics.

You can help by continuing to enjoy coming to school and working hard both in lessons and on your homework.

Yours sincerely,

Mrs Gillian Salter-Smith

Lead inspector

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