

Lockington Church of England Voluntary Controlled Primary School

Front Street, Lockington, Driffield, YO25 9SH

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and are making good progress over time because they are eager to learn and taught well.
- Pupils in the Reception class progress well from their starting points. They are given interesting things to do which fire their imagination.
- There is a rich curriculum. Pupils' spiritual, moral, social and cultural development, together with a strong focus on the community, is given a high priority.
- There is a tangible sense of 'family' in the school and pupils show high levels of care and consideration for each other. Pupils, parents, leaders and governors all agree pupils behave well and are kept safe at the school.
- There have been improvements in all aspects of the school's work since the last inspection.
- Leaders and staff are hard-working and committed to making sure this is, 'a little school that makes a big difference'.

It is not yet an outstanding school because

- Pupils' reasoning and understanding in mathematics is not developed fully.
- Teachers do not always give pupils enough opportunities to engage more actively in lessons.
- The progress made by a small number of pupils with additional needs is not fast enough in order to close the gap between their attainment and that of their peers.
- Governors are not able to accurately measure and evaluate improvements because systems to ensure leaders and teachers are accountable for pupils' progress are not sharp enough.

Information about this inspection

- The inspector observed parts of six lessons in both classes in the school. He also observed an assembly and looked at work in pupils' books.
- The inspector held a meeting with two governors and with a representative from the local authority. He met with groups of pupils, the teacher and higher level teaching assistant who lead the infant class and the headteacher. He also spoke to pupils informally around the school, for example at lunchtime.
- The inspector listened to some pupils read.
- When making the judgements, the inspector took into account the 15 responses to Ofsted's Parent View and the school's own survey of the views of parents and carers. The inspector also spoke to a small number of parents and carers about their views of the school. He also considered the views of pupils who had recently completed a school survey.
- The inspector took into account evidence from the school's behaviour logs, evidence about how well pupils attend, self-evaluation documents and the school's development plan. He also considered other school documents and policies some of which are available on the school's website.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Adrian Guy, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Lockington Primary School is much smaller in size when compared with primary schools nationally.
- The proportion of pupils for whom the school receives extra funding from the government through pupil premium is around half the national average. This is additional funding for those pupils who are known to be eligible for free school meals, children from service families and children that are looked after. There are no children who are looked after by local authorities.
- The proportion of pupils in the school with a statement of special educational needs or who have extra support because they are at 'school action plus' has increased this year and is now slightly above the national average. There are no pupils who have a declared disability.
- The proportion of pupils with special educational needs, who have support with their work because they have been identified by staff as needing 'school action', is around the national average.
- Nearly all pupils are from White British backgrounds and none speaks English as an additional language.
- The proportion of pupils joining and leaving the school partway through their education is slightly higher than the national average, although no pupils have left or joined the school during the current year.
- Pupils are taught in two classes, one for Key Stage 2 pupils and one for pupils in Key Stage 1 and the Reception Year.
- The school meets the government's current floor standards (the minimum attainment and rate of progress).

What does the school need to do to improve further?

- Accelerate the progress of pupils further by:
 - developing opportunities to deepen pupils' understanding of mathematical reasoning and for them to apply their mathematical skills
 - ensuring the gaps between the achievement of pupils with additional needs and their peers close rapidly.
- Improve leadership and management by:
 - ensuring systems for the reporting and evaluating of the school's work are clearer and include overviews of the progress groups of pupils are making
 - sharpening improvement plans to ensure leaders and governors can accurately measure and evaluate improvement against precise and timely criteria
 - ensuring quantifiable targets for pupils' progress are built into teachers' appraisal.

Inspection judgements

The achievement of pupils is good

- In general children begin school with levels of achievement in line with those expected for their age. Unusually, in the current Reception intake, more children began with skills and abilities slightly below those expected for their age. Nevertheless, regardless of their starting points, children make good progress because they are given interesting things to do and adults keep a careful check on how they are doing.
- When reading to the inspector, most Year 1 and 2 pupils used their knowledge of the sounds letters make to work out new words. However, one or two pupils struggle with reading and, although they are progressing, need to make even better progress to catch up to the level of the rest. The most-able pupils are able to use their knowledge of spelling patterns effectively. For example, they can confidently explain how to pluralise words that end in 'y'.
- In 2012, all pupils moved into Year 3 at levels above those expected for their age in reading, and mathematics. Current evidence suggests nearly all pupils are making good progress in Key Stage 1.
- The progress of the very small number of pupils in Years 3 and 4 is improving following support from the headteacher to improve the quality of teaching. However, there is still further to go to ensure pupils who are at different levels get work that precisely meets their needs.
- By the time they reach Years 5 and 6, pupils are producing written work of a high standard. They are making even better progress and most are working at levels above those expected for their age.
- Work in pupils' books shows they are make good progress in mathematics. However, some aspects of mathematical reasoning are less well developed. Too often, pupils are given questions in similar formats with the same patterns and calculations. As a result, opportunities to think deeply and reason about number are missed.
- Overall, the very small numbers of pupils with special educational needs and those who are eligible for the pupil premium progress well. Individuals are supported well and the headteacher monitors closely how well the pupils are doing. However, there is more to do if they are to make even better progress and close the gap in achievement with their peers.

The quality of teaching is good

- Throughout the school, relationships between pupils and adults are warm and caring. Classrooms are organised well. Pupils, including those in Reception, know where things are kept in the different areas inside and outdoors. They understand the routines in selecting things, getting them out and putting them away.
- In lessons pupils make rapid progress when they are active and given opportunities to work cooperatively and discuss what they are learning. For example, children in the Reception were highly animated, and engrossed, in an activity to construct a house for the Three Little Pigs. They gathered materials for themselves and set up a work site with a cement mixer. The teaching assistant carefully asked open questions to extend the children's thinking as they constructed a chute to deliver straw, water and sand to the mixer. This resulted in good levels of cooperation, discussion and problem solving. However, there are occasions when pupils have to listen for too long before they can actively engage in their learning.
- Pupils are clear about what they are learning and are encouraged to explain how they arrive at their answers. Teachers, generally, pitch the work well and use a range of techniques and effective questioning to gauge how pupils are doing.
- Pupils receive helpful feedback from teachers during lessons. Where pupils' work is marked most effectively, teachers identify clearly what pupils have done well and what they need to do next to improve. However, this is not always the case, particularly in mathematics, where comments sometimes relate only to what pupils have done or to praise their efforts. Nevertheless, the

teaching of number is strong. Although teachers give pupils word problems to solve, there is less emphasis on using mathematical knowledge to reason why their solutions are correct or to develop systematic ways of tackling problems that require more complex thinking.

The behaviour and safety of pupils are good

- Pupils, parents, staff, and governors agree that behaviour is good. In particular, older pupils' behaviour is exemplary. They show high levels of care and consideration for younger pupils.
- All of the pupils in Years 3 to 6 completed a school survey and were positive about behaviour in the school although some felt the behaviour of the younger pupils could be even better. As one Year 6 pupil explained it, 'We have high standards'.
- Pupils know there is help from others if they need it and that, if they have any particular problem, they can go to any member of staff. The school records confirm that incidents are recorded and concerns are followed up quickly and are monitored to ensure that they are resolved.
- Older pupils who spoke to inspectors say that there is no bullying. They know about different forms of bullying, including cyber-bullying, racism and homophobia, and what they can do to keep themselves safe. For example, they have had safety training in cycling, riding scooters and e-safety, as well as visits from the fire brigade.
- Overall, pupils' attendance is above average levels. Leaders know individual pupils' circumstances well, but they do not scrutinise information for patterns or trends. For example, the attendance of boys, pupils eligible for the pupil premium and those with special educational needs is broadly average and not as good as the overall picture.
- Pupils show a high level of attentiveness in assemblies and play very well together outside. Their friendliness and confidence are a strong testament to the nurturing approach and values of the school. There is a strong commitment to being part of the village community and to contributing to community events and charitable activities.

The leadership and management are good

- The headteacher's dedication to providing the best for the pupils is reflected in the positive impact of the improvements since the last inspection. She has worked hard to improve standards and accelerate progress particularly for pupils in Years 5 and 6.
- Similarly, in the younger class, strong teamwork from the teacher and a skilled teaching assistant has led to improvements in the provision for the youngest children. As a result, pupils are making better progress this year than previously.
- The progress of individual pupils is tracked carefully by the headteacher and the Early Years leader. However, overviews of pupil performance do not highlight the progress of groups such as pupils who are eligible for the pupil premium. These are not scrutinised regularly enough with the governing body to check if there is any variation in a group's performance.
- The headteacher has monitored the quality of teaching and pupils' learning. This accurately identifies what the school needs to improve further. Similarly, leaders have rightly identified improvement priorities linked to raising pupils' achievement further in reading, writing and mathematics. However, improvement plans do not identify sharp enough criteria in order to measure progress. This makes it difficult for governors and leaders to judge critically the impact of action taken.
- The curriculum is enriched with a wide variety of activities, visits and visitors which stimulate pupils' learning and enjoyment. There is a good range of clubs and opportunities to be sporting and musical, as well as many opportunities for pupils to take responsibility. There is a strong emphasis on pupils' spiritual, moral, social and cultural development which is reflected in the values of the school. Pupils learn about people of different faiths and those from other countries though, in discussion with pupils, they are not as confident about their understanding of diversity in communities beyond their own.

- The headteacher and governors manage teachers' performance well and this has brought about improvements in the quality of teaching since the last inspection. Systems for teachers' appraisal set targets for further development but need to be strengthened to ensure there is a focus on setting targets for pupils' progress to ensure greater accountability.
- The local authority provides helpful support and challenge. The education officer carries out checks on the achievement of pupils and provides effective guidance on this to senior leaders and governors through training. Reports to the governing body have accurately and honestly evaluated the school's performance and highlighted where improvements are needed. The sustained relationship between the school and the local authority officer has been effective in supporting the headteacher and charting the improvements she has brought about. Governors agree that although the services to support governors are efficient, the minutes of meetings do not always record the levels of challenge and questioning they would find helpful.
- The school uses funding from the pupil premium in many effective ways and this is communicated to governors and parents. Together with a range of support programmes, this has had a positive effect on raising the performance of all pupils as well as those eligible for the funding.
- **The governance of the school:**
 - The Chair of the Governing Body has undertaken training and has a clear view of what the school needs to do to improve further. She has regular meetings with the headteacher and is well informed about the school's performance, the quality of teaching, and the basis for the current improvement plan. So, too, are those governors who visit the school regularly. However, the committee checking the curriculum and pupils' achievement has only met once this year. Governors who met with the inspector agreed that systems for scrutinising the progress of groups of pupils and critically evaluating the progress of the school's improvement plan are not sharp enough. The governing body manages finances effectively and meets its statutory duties and responsibilities for ensuring the safeguarding of pupils effectively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118001
Local authority	East Riding of Yorkshire
Inspection number	405735

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	31
Appropriate authority	The governing body
Chair	Eleanor Girling
Headteacher	Julie Cattle
Date of previous school inspection	23 May 2011
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