

Garton-on-the-Wolds CofE

Voluntary Controlled Primary School

Station Road, Garton-on-the-Wolds, Driffield, YO25 3EX

Inspection dates

22–23 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils**This is an outstanding school.**

- Children begin school with skills and understanding below those typical for their age. They make outstanding progress to reach increasingly well above average standards in reading, writing and mathematics by the end of Year 6.
- The early years provision develops inquisitive children's minds right from the start. Outdoors and indoors, children have access to stimulating resources and equipment, and very well planned learning experiences.
- Teaching is at least consistently good and much is outstanding. Pupils are motivated by interesting lessons that stimulate their thinking.
- All teachers and teaching assistants have high expectations. They have developed an environment in which all pupils enjoy learning, and want to give of their best every day.
- Marking frequently provides pupils with precise information about how to improve their work, and they rise to the challenge.
- The growing numbers of pupils with special educational needs, and those who are disadvantaged, achieve as well as their peers. This is because all adults are fully aware of their individual requirements, and provide timely challenge and support.
- Pupils' spiritual, moral, social and cultural development is outstanding. It is promoted through the excellent relationships in school, and the vast array of visits and activities that enrich pupils' confidence and personal qualities.
- Links with schools in London, Greece, India and Ghana ignite pupils' curiosity about global affairs, enriching their understanding of different faiths, and appreciation of cultural diversity.
- Pupils' behaviour and safety are outstanding. Pupils are very proud of their school, extremely well-mannered and very welcoming to visitors.
- Parents are very pleased with the progress their children make, and the ways in which they are looked after and kept safe by all the adults.
- The school is expertly led and managed by the executive headteacher. She has developed a team of very able and utterly committed practitioners, all aspiring to excellence on behalf of all pupils. Key leaders and managers are determined to raise pupils' achievement even higher, especially in the accuracy of their spelling.
- Governors make strong contributions to the school's outcomes, holding leaders and managers at all levels to account. They evaluate confidently the performance of the school through detailed information they receive.

Information about this inspection

- The inspector observed teaching and learning in seven different lessons, of which two were joint observations with the executive headteacher. The inspector listened to pupils from Years 2 and 6 read.
- Pupils' work was sampled informally in lessons, and the inspector looked at a number of Year 6 pupils' mathematics books in detail, to gain evidence about the quality of teaching and pupils' progress over time.
- The inspector also reviewed a range of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Meetings were held with pupils, governors, and school staff, including those with management responsibilities. A discussion also took place with a representative from the local authority.
- The inspector evaluated the 16 responses of parents to the Ofsted on-line questionnaire (Parent View), as well as responses by parents to the school's own questionnaires. The inspector also took account of the views of 14 members of the school's staff through the inspection questionnaires they returned.

Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of disadvantaged pupils, and therefore eligible for support through the pupil premium funding, is below the national average.
- The proportion of pupils supported through school action is well below the national average, whilst the proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- In 2013, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the previous inspection there have been changes in staffing and governance.
- The executive headteacher is now the headteacher of Barmby Moor Church of England primary school. A formal collaboration began in 2012 between the two primary schools. Garton-on-the-Wolds is also a member of the 'Riding Forward' Teaching School Alliance, based on the teaching school Molescroft primary school, and the 'Wagoners' Association, a network of six small primary schools in the East Riding of Yorkshire.
- The early years provision provided by the school, offers both part-time and full-time nursery places.

What does the school need to do to improve further?

- Raise the proportion of pupils attaining, and exceeding, national outcomes in spelling by the end of Year 6, by:
 - introducing a whole-school spelling strategy and implementing daily spelling activities in all classes
 - ensuring the consistent teaching of spelling across the school
 - promoting the accurate spelling of common and unfamiliar words through more prominent wall displays.

Inspection judgements

The leadership and management are outstanding

- The school is expertly led by an inspirational executive headteacher, who has high expectations on the part of all pupils. She is highly respected by parents, and by all who work alongside her. The staff are a cohesive team and work very well together. The executive headteacher is fully supported by subject coordinators and non-teaching personnel, and by a committed governing body. In this small school, subject coordinators achieve an excellent balance between providing support for colleagues, and checking regularly the quality of their teaching and its impact on pupils' learning.
- Key leaders from Garton and Barmby primary schools are fully involved in sharing regular, and accurate checks on the quality of teaching and learning. Governors complement this with their own evaluations of the school's work, particularly through the curriculum and standards committee, and through their frequent visits. Performance management of staff is well organised, and appraisal procedures identify precise training needs of all individuals.
- The school has an accurate picture of its strengths and areas for development and produces clear plans with actions to tackle these. There have been good improvements, since the previous inspection in the progress that pupils make across Key Stage 1, and in the provision for outdoors learning in the early years. Senior leaders have identified the work still to be done to heighten outcomes in spelling for a minority of pupils by the end of Year 6.
- Training opportunities draw on the expertise of staff within school, local authority personnel, and from schools in the 'Riding Forward' teaching school, and the 'Wagoners' Association of schools. The headteacher has the right systems in place to make decisions about teachers' movement up the salary scale on the basis of robust information about their quality of teaching and its impact on pupils' learning.
- Teachers know their pupils very well indeed. As a result, the school is well placed to make sure all pupils have an equal opportunity to do well. Gaps in performance between disadvantaged pupils and non-disadvantaged pupils have closed. In some years, disadvantaged pupils outperform non-disadvantaged pupils. This is evidence of the good use of the pupil premium funding.
- The curriculum is extensively enriched by art, music, sport, visitors and residential visits. Pupils talk animatedly about the art work stimulated by a recent visit to Beningbrough Hall, the 'Freddy Fit' healthy lifestyle activities, and opportunities to learn martial arts. Their views and principles are clearly informed by the frequent contacts with children from different countries, from different cultures in schools in the United Kingdom, and from their extensive charity work.
- Pupils are proud to share their understanding of Fair Trade, talk about the toy collages, seascapes and Anglo-Saxon houses they have designed and made in art and technology, and to explain the training that school council representatives have received from the British Council, to develop global citizenship awareness. This is because the executive headteacher is determined that every pupil has the opportunity to develop their talents, and a clear understanding of life in modern Britain, and across the world. This is the basis for pupil's outstanding spiritual, moral, social and cultural development.
- Partnership with parents is outstanding. Parents express clear confidence in the work of the school, and the impact it has on their children's lives.
- Safeguarding arrangements meet requirements.
- The local authority knows the school well and provides appropriate support to check the accuracy of teachers' assessments, and moderate the school's judgments about its overall effectiveness.
- **The governance of the school:**
 - Governors receive up-to-date information about the achievement of pupils. Through the regular meeting of the curriculum and standards committee, governors develop a good understanding of the quality of teaching and its impact on the progress of the different groups of pupils. Minutes of governing body meetings show they are confident in challenging the executive headteacher about all aspects of the school's work.
 - Governors have discerning discussions about the value of spending decisions, in particular the allocation of pupil premium funding. For example, governors have authorised additional resources to enhance pupils' reading, writing and mathematical skills, as well as more time for one-to-one tuition. Governors have also taken decisions to strengthen teachers' skills in delivering quality sporting opportunities, through the appointment of a dedicated physical education coach, indicating the good use of the primary school sports funding.
 - Governors are rigorous in annually reviewing the performance of the executive headteacher, and receiving information about the performance targets set for teachers, and their link with salary progression.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils take their lunch and play time responsibilities seriously, encouraging everyone to socialise with each other, so that no pupils are left out. They are very welcoming of visitors, and take pride showing their work, and celebrating about each other's achievements.
- The school's over-riding supportive ethos forms the basis of a friendly atmosphere, in which relationships thrive.
- In lessons, pupils enjoy working together and support each other very well indeed. They fully concentrate on the planned activities, responding eagerly to those teachers' regular comments that are designed to stretch their thinking even further. Pupils talk with passion about the individual charities that each class supports, and about the guide dogs for the blind they sponsor.
- Pupils know of the different types of bullying, particularly racist, homophobic and cyber-bullying. Records show that incidents of inappropriate behaviour are very rare indeed. The scarce incidents that do occur are dealt with effectively and quickly by staff.
- Attendance has risen over time and is now well above average. This is due to the successful work to make parents more aware of the importance of regular attendance in supporting high achievement.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are very much aware of how to keep themselves and others safe at all times, for example, when learning outdoors, on trips and residential experiences. They are highly aware of how to keep safe in a variety of situations, including use of the internet.
- Governors visit the school regularly to carry out checks of safety and act upon their findings.
- Staff are very well trained in child protection and safeguarding issues. Pupils say confidently that they are exceptionally well looked after, and that there is always someone with whom to share a problem.
- In the playground and in the dining hall, pupils take care of one another. They behave maturely when using the outdoors sporting equipment, and take seriously their daily roles as school councillors, play leaders and buddies.
- Parents place a very high value on the school's work. All parents who responded on Parent View, and to the school's questionnaires during the past academic year, say their children feel very happy and safe.

The quality of teaching is outstanding

- Staff are keen to share ideas about their teaching with other staff in school, within the 'Riding Forward' Teaching School Alliance, and the 'Wagoners' Association. As a result, teaching is constantly improving and pupils learn and achieve well.
- Teachers are highly committed. All have the highest expectations of what all pupils can achieve, and plan meaningful and motivating experiences, so that most are eager to learn. For example, in a Year 5/6 English lesson, pupils were eager to find out about the different arguments for and against contributing money to various charities, in preparation for a series of class debates. Similarly, in Year 1, pupils concentrated very well indeed to identify a variety of cuboids, using accurate mathematical terminology, showing real enjoyment in exploring the various properties, and with high degrees of success.
- Expectations of the way pupils present their work, and of the amount of work to be completed in a given time, are very high. Almost all pupils rise to meet these expectations and work is presented and organised to a high level. A very high proportion respond in depth to teachers' marking that invites them to improve their writing, through varying the language and punctuation they use for effect. This is because marking is precise, and demanding about the improvements required, albeit less so in expectations of the accuracy of pupils' spelling.
- The teaching of mathematics has strengthened since the previous inspection. In pupils' books there is a good balance of calculations and problem-solving activities, during which previously practised mathematical knowledge and skills can be applied.
- The teaching of writing has also improved. Pupils write confidently and fluently, benefiting from regular opportunities to exchange ideas, and talk through and plan how they intend to write.
- The teaching of science, design and technology and art and design are equally strong. There are well-conceived opportunities for pupils to reflect on modern day society, consider contemporary values and lifestyles, and plan, design, test and create as part of interesting projects.

- The teaching of phonics is outstanding. Pupils decode and read words very well, and have regular opportunities to develop inference and comprehension skills in their reading. Guided reading sessions are very well organised, with a focus on reading for pleasure.
- Relationships with pupils are outstanding, as is the ethos in all lessons. The atmosphere is one in which pupils automatically help and encourage each other, as well as ask for guidance from the adults, when required. The skills of teaching assistants are of a high order. They are very well trained to support individuals and small groups, and to make a real difference.
- The school's leaders and managers recognise the teaching of spelling is not as effective as it might be. This is because the whole-school spelling strategy is not yet fully implemented, and daily spelling activities, as well as classroom displays of helpful spelling strategies, are not yet consistent.

The achievement of pupils

is outstanding

- The majority of children join the school with skills and understanding below those typical for their age. In the early years, they make outstanding progress and most have a good level of development by the time they join Year 1.
- Across Key Stage 1 most pupils make outstanding progress, reaching increasingly above average standards in reading, writing and mathematics by the end of Year 2. This achievement represents significant improvement since the previous inspection.
- Progress across Years 3 to 6 is equally outstanding for the vast majority of pupils who remain in school across the key stage. As a result, they attain well above average outcomes in reading, writing and mathematics by the time they leave for secondary school.
- Increasingly, a large minority of pupils join the school late in Key Stage 2, due to the school's growing reputation and popularity. The school's information shows that this contributes to overall uneven rates of progress in reading, writing and mathematics, and overall above average end of Year 6 standards for all pupils.
- Pupils' learning in almost all lessons is outstanding. They work exceptionally well together in groups, and as individuals, and make good use of opportunities to discuss their ideas with each other, which helps them to consolidate their understanding and to work through problems on their own.
- Progress across the school is particularly strong in reading. Pupils are taught to read effectively in their earlier years, read often and with growing confidence and understanding. All pupils have opportunities to read from a wide range of books and other materials.
- Pupils respond enthusiastically to the many problem-solving opportunities in mathematics, and in other subjects, particularly science and design and technology. They apply with assurance their good understanding of number, record carefully outcomes of investigations, draw accurately simple charts and graphs, and confidently measure and mark out, as part of their design work.
- A very large proportion of pupils are competent writers. Their curiosity is fuelled often by passionate teaching, the many visits to places of interest, and through a wide array of authors and artists who regularly visit the school. Pupils set out their ideas in a logical manner and write confidently for different audiences. As early as Year 2, they experiment with expressive language. They use similes to good effect to describe a range of settings and objects, and respond creatively to the capture of a princess by a wicked nobleman. A minority of pupils are not yet proficient in spelling accurately, common and unfamiliar words by the time they leave school.
- Disadvantaged pupils make similarly outstanding progress to non-disadvantaged pupils in school. Although there were no disadvantaged pupils in the Year 6 cohort that left the school in 2013, the school's information for 2013 shows that gaps between attainment in reading, writing and mathematics, between disadvantaged pupils and non-disadvantaged pupils in the school closed across all years. In 2014, disadvantaged pupils' attainment was in line with non-disadvantaged pupils nationally in reading and writing, and almost three terms ahead in mathematics.
- The most able pupils make outstanding progress. In 2014, the proportion making more than expected progress in reading, writing and mathematics, by the end of Year 6, was well above average.
- Disabled pupils and those with special educational needs also make similar progress to their peers. This is because they benefit from excellent support. This shows the school's commitment to equality of opportunity for all.
- Pupils' enjoy excellent experiences in physical education and sport. They participate in a wide range of activities, competitive and informal, funded from the primary school sports initiative.

The early years provision**is outstanding**

- Children make outstanding progress and are very well prepared for entry to Year 1. A high proportion achieve a good level of development, particularly in their personal, social and emotional qualities, and in communication and mathematical skills.
- Excellent induction procedures on entry to the Nursery, or Reception classes, ensure children settle quickly. These procedures include parental visits to school, as well as staff visits to children's homes. These help to provide a detailed picture of each child's needs and interests.
- All early years' staff plan opportunities and experiences that draw carefully on children's interests. As a consequence, almost all children are immersed in the daily activities. They are excited to make handprints in their 'I'm Special' booklets, as part of the work on people and communities across the world. They are inquisitive in their use of magnifying glasses to find out why people's fingers are different, and highly receptive in appreciating that they are all unique.
- Children of nursery and reception ages happily play and learn outdoors together, with a wider range of resources at hand than at the time of the previous inspection. They take turns in using specialist equipment to build space ships, role-play patiently with one another on their space missions, showing overall excellent behaviour and attitudes to learning.
- The quality of teaching is outstanding. Adults constantly ask questions, while at the same time noting the children's emerging strengths and areas for further development. In such a way, they plan additional and supplementary activities and resources, to motivate and engage continuously all learners. For example, during the inspection, the current theme 'space' constantly captured all children's imagination, in making kites, searching for flying saucers, and counting individual planets in the solar system.
- Daily communication with parents is highly effective. Information about what is happening in school each week is found in the children's bespoke 'learning journey' folders, accessible to all parents. As a result, parents make a valuable contribution to their children's learning at home, supporting carefully their progress.
- The early years provision is well led and managed by knowledgeable and creative members of staff. Teamwork is excellent and ensures that all children are well cared for and are safe.

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	117977
Local authority	East Riding of Yorkshire
Inspection number	448819

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Richard Hounsfield
Headteacher	Debra Chadwick
Date of previous school inspection	18 January 2010
Telephone number	01377 253110
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Email address	garton@eastriding.gov.uk

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