

Garton-on-the-Wolds Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117977
Local Authority	East Riding of Yorkshire
Inspection number	290986
Inspection dates	22–23 March 2007
Reporting inspector	Denis Goodchild

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 on roll	
School	59
Appropriate authority	The governing body
Chair	Mr Steven Noblett
Headteacher	Mrs Debra Chadwick
Date of previous school inspection	1 March 2002
School address	Station Road Garton-on-the-Wolds Driffield East Riding of Yorkshire YO25 3EX
Telephone number	01377 253110
Fax number	01377 253110

Age group	3–11
Inspection dates	22–23 March 2007
Inspection number	290986

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a much smaller than average rural school. A significant number of pupils attend from outside the official catchment area. There are no pupils from minority ethnic backgrounds or for whom English is an additional language. The proportion of pupils on free school meals is below average and the percentage of pupils with learning difficulties and disabilities (LDD) is average. Attainment of pupils on entry is average. The number of pupils joining and leaving the school during the year is much higher than usual. A number of pupils attend the 'peripatetic' Nursery on a part time basis. The headteacher was appointed in April 2006 following a period of uncertainty during which there were five acting headteachers. The school has three classes, one of which is taught part-time by the headteacher. Two teachers started at the school in September 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good and rapidly improving school which provides all pupils the opportunity to succeed and offers good value for money. The school's new headteacher and new teaching staff provide a good quality of teaching which is accelerating the pupils' progress. Parents comment on how happy their children are in school and how the school caters for their child's, 'all round educational needs.' Pupils say they enjoy school and this is reflected in the above average attendance. Parents agree that their child is safe, well cared for and is given the support needed to achieve well. Pupils' behaviour and personal development is good. They are encouraged to reflect on the needs of others and to contribute to the life of the school and the community. This helps them to develop into mature considerate individuals well prepared for the next stage of their education. The curriculum is satisfactory and is effective in encouraging pupils to use and apply their basic skills across different subjects. It promotes enjoyment of learning and helps pupils develop a good understanding of how to live healthily. A range of indoor independent activities and activities led by adults promotes children's learning in the Foundation Stage. However, the provision for outdoor activities is insufficient to complement fully the indoor provision.

Standards are above average and the achievement of individual pupils is good from their different starting points. Children start school with standards that are broadly typical for their ages. The school makes satisfactory provision for them in the Foundation Stage and most attain the expected standards by the end of Reception. Pupils in Years 1 to 6 make good progress. Following action taken by the school, the rate of progress has increased in lessons, which in turn has led to pupils attaining above average standards, particularly in writing and mathematics. The school is taking further measures to improve pupils' achievement in the investigative aspects of science. These actions are working well but their effect has yet to have an impact on standards at the ends of Key Stages 1 and 2.

The teaching is good and the pupils learn well. Teachers have high expectations of the pupils and, in lessons where the teaching was outstanding, methods were adapted to suit pupils' learning needs. Good relationships between teachers and pupils produce a good working atmosphere. Leadership and management are good. The excellent leadership of the headteacher and the example set by her teaching have provided the school with a clear vision for improvement and in this she has the full support of the school community. Managers carefully check the work of the school and they have a wealth of data which is being used effectively to raise standards and achievement. Governance is good because governors are involved in strategic planning and they monitor the work of the school. They have a good understanding of what needs to be done to improve the work of the school and are therefore well placed to support the headteacher.

What the school should do to improve further

- Improve the outdoor provision for children in the Foundation Stage.
- Further develop pupils' scientific and investigative skills.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are above average. Pupils make good progress. This includes those with learning difficulties and disabilities who receive good support from well-briefed teaching assistants.

Standards when children start school are broadly typical for their ages. Satisfactory provision in the Foundation Stage helps them make satisfactory progress in all areas of learning. Although the outdoor provision and resources within the school are limited, the school compensates by imaginative use of the local environment. This enables the majority of children to reach the standards expected by the end of the Reception year. In Key Stage 1, the pupils achieve well in reading, writing and mathematics. Standards are generally above average at the end of Year 2.

By the end of Key Stage 2 standards are above average in English and mathematics and average in science. The initiatives that have been taken by the school to raise standards have had a marked effect on the pupils' progress. As a result, pupils' work and the school's assessments show that standards have risen to above average levels, particularly in English and mathematics. The school's analysis of pupils' work in science has identified their lack of investigative skills. Recently the school has taken action to help pupils develop their own investigative ideas in science, but this has yet to have a measurable effect on standards.

Personal development and well-being

Grade: 2

During their time in school pupils make good progress in developing personal skills and attributes which help them become caring responsible young people. Their enjoyment of school is evident in their good attendance, their good behaviour and positive attitudes in lessons. Pupils willingly accept responsibility and as the school council members said, 'We enjoy making the school a better place and helping people.' They make well considered suggestions which make a positive contribution to the life of the school. For example, they contributed to the school travel plan and a recent revision of the school behaviour policy. Their work on the Eco-committee gives them a good awareness of their responsibilities to the wider community. Pupils say that bullying is not a problem and they are confident that they have somebody to turn to if they encounter difficulties. Because of a good emphasis on promoting a healthy lifestyle, pupils are aware of, and able to make, healthy choices.

Pupils' spiritual, moral, social and cultural development is good. Pupils have opportunities to work together and to reflect on the needs of others. In this they cooperate well and demonstrate caring attitudes. These are also evident in their clear commitment to the good causes they support. Their work for overseas charities, inter-faith studies and visits to inner-city areas gives them a good understanding of different cultures and faiths.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and include some outstanding practice. Teachers have high expectations of behaviour and plan well-prepared, relevant lessons. This, with good relationships,

provides a very supportive learning ethos. Pupils are therefore responsive and productive in lessons. They say that, 'School is fun and we enjoy lessons.' They especially like lessons where teachers use interactive whiteboards and where they have opportunity to use computers to develop their skills in literacy and numeracy. In the outstanding teaching, an excellent range of teaching and learning approaches was used. Pupils were constantly 'kept on their toes' by varied activities and challenging questioning which sought clarification. In one lesson this helped them make very good progress in their understanding of the relationship between the setting of a story and the character's reaction. Teachers know their pupils well and set challenging work. Well-briefed teaching assistants help pupils with LDD make good progress.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum with some good elements. Children have a satisfactory start in the Foundation Stage where careful planning provides a range of well balanced activities led by adults and activities they choose themselves. The range of outdoor activities is too narrow to complement fully the indoor provision and so support children's learning.

A good range of visits and visitors add enjoyment and enrichment to learning. During the inspection, the Foundation Stage and the whole of Key Stage 1 visited a local castle. This experience later contributed to the development of mathematical vocabulary and supported their work on three-dimensional shapes.

The school provides good opportunities for pupils to use and develop their basic skills across the curriculum. Key Stage 2 pupils, in their study of buildings, used literacy, numeracy and information and communication technology skills to write estate agent advertisements and draw ground plans of houses. Recent initiatives now place a much greater emphasis on using and applying number skills. Pupils' personal, social and health education is well promoted by the school. This is evident in the whole school aerobics at the start of day, fruit at break-times, two hours of physical education and a range of extra-curricular activities. Too few opportunities for pupils to be creative and design their own experiments mean that their investigative skills are not well developed in science.

Care, guidance and support

Grade: 2

This is a caring school which ensures that each pupil's welfare is well safeguarded. The school has good systems in place that underpin its approach to risk assessments, child protection and first aid. The strength of the school lies in the nature of the good relationships and the informal care exercised by adults. Pupils know that all adults have their best interests at heart and so feel highly valued and secure. As one pupil commented, 'This is a lovely school because you know everybody and trust everybody and you always have somebody to go to.'

A very well organised tracking system enables teachers to keep a regular check on pupils' progress and set targets for improvement. Pupils therefore know what they need to do to improve. Pupils with LDD receive appropriate advice and guidance.

Leadership and management

Grade: 2

Leadership and management are good. Following a period of uncertainty, the excellent leadership of the headteacher has created a sense of vision and a shared commitment in the school. There is very high staff morale and they appreciate her purposeful leadership and commitment to continuous professional development. The headteacher and the staff have the full support of the parents who value the care and the happy ethos of the school. This has created a school in which all are united in helping all pupils achieve well. Very good deployment of part- and full-time staff maximises the use of the skills and experience available for the benefit of all the pupils. The school has established an assessment and tracking system which systematically analyses and accurately measures pupils' standards and individual progress. It is very effective because this information is regularly reviewed by staff and helps them to identify where they need to implement intervention programmes to support learners. This information helps teachers to plan precisely the next steps in learning and to give pupils' good advice on how to improve, so accelerating their progress.

The school's self-evaluation has correctly identified what needs to be done and these have been included in a comprehensive school improvement plan. For example modified provision in mathematics now places a greater emphasis on using and applying number and this is improving standards. Plans are also fully in place to improve the very limited outdoor provision in the Foundation Stage. The headteacher is well supported by an effective governing body. They have a good understanding of the schools' strengths and weaknesses because they are involved in the strategic planning process and monitor performance. Together with the recent improvements and the excellent leadership of the headteacher, this provides the school with a good capacity to improve. Issues raised at the previous inspection have been addressed.

Document reference number: HMI 2507 1 September 2006
Inspection Report: Garton-on-the-Wolds Church of England Voluntary Controlled Primary School, 22–23 March 2007
Document reference number: HMI 2507 1 September 2006

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

Garton-on-the-Wolds Church of England VC Primary School

Station Road

Garton-on-the-Wolds

Driffield

East Riding of Yorkshire

YO25 3EX

26 March 2007

Dear Children

Thank you for making me so welcome when I recently visited your school. I enjoyed talking to you and watching you work hard in your lessons. Your teachers also work hard to provide you with interesting lessons and I can understand why you enjoy coming to school. You say that the adults take good care of you. Your parents agree and I also agree. You are well behaved and polite and your school council and eco-committee make a valuable contribution to the work of the school. The school does a lot to help you stay fit and healthy and I especially liked the aerobics session at the beginning of the day.

The school provides lots of interesting visits, visitors and clubs which help to make learning enjoyable. Your headteacher and teachers have helped you to improve your writing and number work. I especially liked the way you have a chance to use your English, mathematics and computer skills in other subjects. I have asked your headteacher to give you more opportunity to experiment and use your skills of investigation in science. Also to make sure that the very young children among you have much more opportunity to play and work outside the classroom. I am sure your headteacher will work hard to make this happen because I know she wants the best for you. I know that you will also work hard and help to keep the school a good place to learn.

Good luck for the future!

Yours sincerely,

Denis Goodchild

Lead Inspector