



Kilham Church of England Voluntary Controlled School

Inspection Report

Unique Reference Number 117980
Local Authority East Riding of Yorkshire
Inspection number 290988
Inspection dates 11–12 January 2007
Reporting inspector Lynne Read

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

Type of school	Primary	School address	Millside
School category	Voluntary controlled		Kilham, Driffield
Age range of pupils	4–11		YO25 4SR
Gender of pupils	Mixed	Telephone number	01262 420214
Number on roll (school)	107	Fax number	01262 420214
Appropriate authority	The governing body	Chair	Mr Richard Zerny
		Headteacher	Mr Dennis Hardwick
Date of previous school inspection	1 May 2002		

Age group 4–11	Inspection dates 11–12 January 2007	Inspection number 290988
--------------------------	---	------------------------------------

© 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 small primary school in the village of Kilham, close to Driffield. Pupils come from a range of backgrounds and some travel considerable distances to attend. The vast majority are of White British heritage. When they enter the Reception class, children's development is average. The percentage of pupils who claim free school meals is lower than seen in most primary schools. The number of pupils who have learning difficulties and disabilities is below average. The current headteacher was appointed two years ago, following a disrupted period in the school's history.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Kilham CE Primary is an improving school. It provides a satisfactory standard of education with several strengths. Value for money is satisfactory. The leadership of the headteacher is good and has resulted in good improvements in provision and achievement since his appointment. Management, staff and governors pay good attention to safeguarding pupils.

Children enter the school with levels of skill that are broadly average. Achievement is good in the Foundation Stage and Years 1 and 2. Provision in the Foundation Stage is good and children exceed the learning goals expected of them. Standards at the end of Key Stage 1 are above the national average. During Key Stage 2, pupils achieve satisfactorily and results of national tests show standards are above average by the end of Year 6. Progress is better in Key Stage 1 and the later years of Key Stage 2 because teaching is more challenging as teachers strive to reach the school's high targets. However, progress is slower in other years where annual targets are not setting such high expectations. This leads to an inconsistency in progress in Key Stage 2 and is the major reason why attainment fell short of the school's statutory targets.

Personal development, including behaviour, is good and a major strength of the school. Pupils make a good contribution to the school community by taking on a range of jobs. For example, pupils help with the library and setting up of computers, while older pupils support younger ones at lunchtimes. Such experiences of responsibility combined with high basic skills prepare pupils well for the future. The curriculum is stimulating and rich in creative, practical and physical experiences. Pupils say they enjoy their lessons and appreciate the wide variety of out-of-school activities. Lessons include a good emphasis on personal and health education. As a result, pupils have a good understanding about keeping safe and healthy. Good links with outside agencies contribute well to pupils' learning and well-being. For example, the creative contexts' project provides opportunities for pupils to work with specialists in areas such as textiles, dance and sculpture. Parents express considerable confidence in the school. One parent wrote, 'There is strong leadership and an excellent team of staff who are always helpful and they listen to your views'.

Teaching and learning are satisfactory overall and good in the Foundation Stage and Key Stage 1. There are very good, trusting relationships in all classes so pupils are eager to learn and enjoy their learning. Pupils receive helpful feedback in lessons but do not have enough guidance to help improve their academic development over time.

Leadership and management are satisfactory. Currently, the subject managers' expertise is not used to full advantage in evaluating and monitoring. As a result, opportunities for them to identify and act upon issues at an early stage are missed. The headteacher's good management has ensured improvement since the previous inspection is good. Much has been completed recently using the improved and good procedures for evaluating the work of the school. There is good teamwork and a shared vision for excellence among staff. The prospects for further improvement are good.

What the school should do to improve further

- Ensure the expectations of pupils' progress are consistently high in Key Stage 2.
- Develop the subject managers' role in evaluating provision, pupils' achievement and in advising staff.
- Provide pupils with more guidance on how to improve their work over time.

Achievement and standards

Grade: 3

Achievement is satisfactory overall and good in the Foundation Stage and Key Stage 1. When children enter school they have a range of skills and knowledge that is broadly average for the age, although this varies widely between children and year groups. As a result of good provision, they settle quickly and make good progress. The actual gains in learning depend largely on the amount of time the children have in the class, which varies from one to three terms. Overall, attainment is just above the learning goals expected at the end of the Reception year.

In Key Stage 1, pupils' progress is consolidated and extended well, especially in the basic skills of reading, writing and mathematics. Teacher assessments at the end of Year 2 show standards are consistently above average. In 2006, a very high number of pupils attained the higher Level 3 in reading, writing and mathematics.

During Key Stage 2, pupils make satisfactory progress overall. Effective teaching and a drive to reach challenging targets accelerates progress in Years 5 and 6. Improved assessment has led to a rising trend in attainment and achievement, which has reversed the previous dip in standards. The school is in a good position to improve the progress further in Key Stage 2 to match the good achievement seen in the Foundation Stage and Key Stage 1.

Throughout school, pupils with learning difficulties and disabilities make good progress because support is effective in meeting their needs.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are friendly, polite and behaviour is good. They have good attitudes in the classroom and show genuine enjoyment in their work. Pupils say they feel safe and secure. As one reported, 'People are really nice here.' They have a good awareness of how to keep safe and healthy and take good advantage of the varied opportunities for sport and exercise. Attendance is above average. Good academic standards and growing maturity prepare pupils well for the future.

Spiritual, moral, social and cultural development is good and very well supported by the school's caring ethos. Relationships are very good and help to build confidence and self-esteem among the learners. Pupils follow the school rules and clearly know right from wrong. They develop a sense of responsibility and community and make

their views known through their elected school council. For example, the 'snack shack' was introduced at their request. Pupils' knowledge of local and national culture is good; while their understanding of the various faiths and cultures across British society is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Good teaching in the Foundation Stage includes teacher directed sessions that promote good learning and an interesting variety of activities. The emphasis on choice enables children to grow in independence. Teaching is good in Key Stage 1 because expectations are high and the tasks challenge pupils to attain high standards. This is also the case for the oldest Key Stage 2 pupils and the rate of learning is good in these classes. In the other age groups, expectations are not high enough and progress slows. Across the school, teachers cater well for the mixed ages in each class. In discussions, they direct questions to specific groups and plans check that pupils do not repeat or miss any aspects of the National Curriculum. Pupils receive good advice on how they can improve during lessons and teachers include useful suggestions in their marking. However, most pupils have no guidance to help them improve their work in the longer term.

There is good, sensitive support for pupils who need extra help. Additional resources, training and guidance are sought to ensure that their needs are met. Well-informed teaching assistants make sure that these pupils participate fully in lessons and make good progress. However, some work done in occasional withdrawal groups is uninspiring and repetitive and learning is less effective. Parents are encouraged to be partners in the learning process and many help in class and support pupils with homework.

Curriculum and other activities

Grade: 2

The curriculum, including enrichment activities, is good with a strong emphasis on developing pupils' creative talents and their personal development. Subjects are often linked together so pupils have good opportunities to make use of their English and computer skills. The good curriculum in the Foundation Stage encourages children to explore and investigate and to follow their own interests. Children do not have access to a dedicated outdoor learning environment. The teacher overcomes this by making good use of the school grounds. The flexible grouping within the Reception/Year 1 class provides a good practical curriculum for those Year 1 pupils who are not yet ready for more formal writing activities. This is especially beneficial for the younger children who have had a limited time in the Reception class.

Pupils enjoy a wide breadth of experiences and a good range of additional activities that take their learning beyond the classroom and widen their horizons. For example, pupils of all ages benefit from working with artists and craftspeople through the

creative contexts' project and enjoy playing a variety of musical instruments. They engage in a good range of sports and physical activity, including outdoor pursuits, and have French lessons. The variety and richness of experience is commended by parents and thoroughly enjoyed by the pupils.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall and there is good support for pupils' personal development. Measures to safeguard pupils are good because essential checks are made on staff's suitability to work with children. There are well-established procedures for child protection, security and for eliminating possible risks. The school has valued and effective systems for rewarding good conduct effort and success, which underpin good personal development. Some pupils described the presentation of these awards as the 'highlight of the week'. Pupils of different ages mix well together during leisure times to create a pleasant, family atmosphere. Those with learning difficulties and disabilities have a useful education plan and good support in class.

Procedures to monitor pupils' progress are good. In the past, information has not been used effectively to set challenging targets or to spot underachievement. As a result, pupils have not always made enough progress in each year group in Key Stage 2. Procedures have improved with thorough and regular checks in place to monitor pupils' progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher provides good leadership which is based firmly on the pursuit of high achievement. He promotes strong teamwork and through improved self-evaluation procedures has created a shared vision in school, which is leading to good improvements. The learning environment is stimulating, administration is very effective and standards of maintenance are good. These factors reflect a shared sense of pride among all adults at the school.

Systems for checking teaching and learning provide a clear overview of where there is a need for improvement. As yet, the school does not make full use of the expertise of subject managers in monitoring and evaluating what is happening in the subjects they lead. Consequently, opportunities for them to support and advise colleagues are missed. Teachers and managers regularly checks pupils' progress and recognise that, assessment information has not used well enough for raising expectations in Key Stage 2.

Governance is satisfactory and all statutory requirements are met. The governors are very supportive and play an active role in the day-to-day life of the school. Many are new to the post and are keen to develop their role further.

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.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
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?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

Kilham Church of England Voluntary Controlled School

Millside

Kilham

Driffield

YO25 4SR

17 January 2007

Dear Pupils

Thank you very much for the very warm welcome and for helping me when I came to visit your school. I would like to tell you what I found out.

Kilham Primary is a very friendly school. Your behaviour is good and you take really good care of each other. Your teachers and families can be proud of you. You enjoy your learning and love the wide variety of creative work and opportunities for physical exercise and sport.

Your headteacher and staff work very hard to make sure you are happy and safe. You like your teachers and I think that encourages you to try hard. One of your council members described your teachers as 'friendly and helpful and never boring'. Please thank your parents for sending me lots of replies to the questionnaire. They are very pleased with the school and had no criticisms to make. One parent wrote, 'The children can't wait to get there in the mornings'.

You make a flying start to your education in the Reception and infant classes and learn a lot. Your progress in the juniors is around the same as in most schools but I think that you could do better in some year groups if you had harder work. You receive good help from adults during lessons but you do not have guidelines to show you how you can improve your work over the term. I think you would find this useful. You can play your part by continuing to work hard. I know you like a challenge.

Thank you once again for the interesting conversations I had and for letting me know your views so clearly. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

(Lead inspector)