

Grewelthorpe Church of England Primary School

Inspection report

Unique Reference Number	121565
Local Authority	North Yorkshire
Inspection number	292161
Inspection date	4 July 2007
Reporting inspector	Linda Murphy

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	5–11
Gender of pupils	Mixed
Number on roll	
School	38
Appropriate authority	The governing body
Chair	Mr B Kitching
Headteacher	Mrs K Butler
Date of previous school inspection	4 March 2002
School address	Cross Hills Grewelthorpe Ripon North Yorkshire HG4 3BH
Telephone number	01765 658287
Fax number	01765 658928

Age group	5–11
Inspection date	4 July 2007
Inspection number	292161

© 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

The school serves local villages and outlying farms. Pupils are from White British backgrounds. The proportion of pupils entitled to free school meals is average. There are a high proportion of pupils with learning difficulties and/or disabilities and a similar proportion of pupils join and leave during each school year. Since the last inspection the school has moved to new accommodation and has had significant changes in staffing. Following a period when the school was led by acting headteachers, a new headteacher and new teacher for Key Stage 2 have been appointed. The school has the Basic Skills Quality Mark and Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This popular school provides its pupils with a good education and gives good value for money. The school promotes pupils' personal development well and parents and staff are understandably proud of the way that pupils grow into mature and independent young people. As a result the school meets its aim to develop 'cooperative, respectful children who become happy and confident learners'. Pupils' development is underpinned with a good level of care and guidance which helps them socially and academically.

The school's view of its success errs on the side of caution. This is because governors and staff are aware of a dip in pupils' achievement between inspections when the school had a period of acting headship and also moved to new accommodation. The school has improved from this point and has firm structures and arrangements in place to ensure that pupils achieve well.

Most pupils make rapid progress in lessons, although, because this has not always been the case, standards are not yet as high as they might be. This explains why, although standards are typically average on entry, they are also average at the end of Year 2 and Year 6. However, since 2005 standards at Year 6 have risen each year and the school's provisional test results for 2007 show a continuing upward trend. This improving picture is despite a high number of pupils joining and leaving the school and a high number of pupils with learning difficulties and/or disabilities. Pupils' work is let down by their handwriting which for some pupils is immature and for others untidy.

Excellent relationships and the pupils' very good attitudes to learning are the cornerstone of the good quality teaching and learning across the school. Teaching is lively and engaging and moves at a good pace. Areas that are still developing include the beginnings of lessons to involve pupils more in contributing ideas. The deployment of teaching assistants is good during work with small groups, but less effective at the beginning of lessons. The extra challenge for the higher attainers is also not yet as it should be to ensure that they reach the very highest standards.

Parents understandably say that, 'for such a small school Grewelthorpe offers an enormous range of activities'. These are wide-ranging, from themed work across many subjects to very well attended extra-curricular clubs. In addition a good selection of visits and visitors enrich pupils' learning. The Foundation Stage children have a good curriculum, which includes plenty of learning outside, and contributes well to their good achievement.

A large proportion of pupils join the school throughout the year, often because it is recommended by other parents. This is where the school's arrangements for checking pupils' progress and setting challenging targets come into their own. Pupils' attainment is quickly assessed and their progress checked regularly.

Leadership and management are focused on raising achievement. The headteacher provides a clear lead and subject leaders give good support. Governors support and challenge the school to do its best. Improvement since the last inspection and the school's capacity to continue its journey of improvement are good.

What the school should do to improve further

- Provide extra challenge for those capable of learning very quickly so that they attain high standards.
- Improve the beginnings of lessons and the deployment of teaching assistants at these times.

- Ensure that pupils' handwriting is of a high standard.

Achievement and standards

Grade: 2

The very small numbers children who start school in the Reception class generally do so with standards at a typical level for their ages. They achieve well because although they share a class with older pupils their needs are well met. Standards at Year 2 and Year 6 vary year on year because of the small groups taking the national tests. For example, in some years there is only one pupil. The high proportion of pupils with learning difficulties and/or disabilities also adds to varying standards. Past underachievement has been addressed through rigorous planning and improved teaching and learning so that pupils achieve well. Higher attainers do well, but are capable of doing even better. Pupils with learning difficulties and/or disabilities achieve as well as others because they get extra help to make sure they do well. The school usually meets its agreed targets. In information and communication technology standards are above the expected level because the school has good resources which are used well. This is a good improvement since the last inspection.

Personal development and well-being

Grade: 2

The school is a harmonious community which promotes pupils' good personal development including their spiritual, moral, social and cultural growth. Reception children and others new to the school are given a warm welcome and settle in quickly. Mutual respect and excellent behaviour are significant features across the school. Good attendance highlights pupils' very good attitudes to learning. Pupils appreciate the beauty of their surroundings in North Yorkshire, such as when at play time they commented on the clouds scudding across the windswept sky. Through art and design and the performing arts pupils develop their expressive and creative talents well. Pupils 'look out for each other' in this big school family. They are very mature for their ages and take on responsibilities that they are given well, although the opportunities they have to take initiative are at times limited by the very nature of this small school. Pupils have a good understanding of how to live a healthy lifestyle as reflected in the Healthy Schools Award. The pupils are proud that their cook won an award for healthy cooking. Pupils enjoy lots of opportunities to use the school grounds, including the fitness trail, and they participate in plenty of sporting clubs all of which promotes their health and fitness. Pupils quickly developing skills in literacy, numeracy and information and communication technology contribute well to their economic well-being. Close links to a school in an inner city help pupils appreciate cultural diversity and give them a first hand insight into different faiths.

Quality of provision

Teaching and learning

Grade: 2

The good quality teaching and learning is based on excellent relationships which means that pupils are comfortable to give of their best and to make positive contributions to lessons. Alongside this is the effective lesson planning with clear objectives shared with the pupils so that all know what is expected of them. Individual targets and informative marking reflect this. A good pace is sustained through lessons so that pupils' learning is rapid. Pupils like the 'simmering pot' where any learning that needs extra help is highlighted so that pupils know

that it will be returned to. Teaching is confident, patient, friendly and fun. Teaching styles are varied so that pupils are kept 'on their toes', but higher attaining pupils sometimes do more of the same rather than starting from a higher point. During pupils' individual tasks teaching assistants give good help to pupils especially those who need extra support for their learning. At the beginning of lessons, this is not the case and opportunities are lost for individual teaching. Although handwriting is taught, insufficient attention is given to the basics and to the transferring of those skills to every day work.

Curriculum and other activities

Grade: 2

The very effective curriculum at each stage engages the interest of boys and girls very well and caters well on the whole for the mixed year group classes, although the extra drive for the higher attainers is still developing. The curriculum has been revised and subjects re-grouped so that links between subjects are clear. Pupils learn through a cross-curricular approach. Parents agree that the school does this, 'without ever taking its eye off the ball', (the ball being literacy and numeracy and information and communication technology). The focus on basic skills is reflected in the recent acquisition of the Basic Skills Quality Mark. Pupils' health and safety are promoted well within the school day. A good sense of community pervades. Pupils have plenty of opportunities to make a positive contribution to their school and this extends to the local and wider communities.

Care, guidance and support

Grade: 2

The staff take good care of the pupils. Arrangements for safeguarding are conscientiously undertaken and meet current guidelines. Pupils feel safe and always have someone to turn to. Support for all pupils, including those with learning difficulties and/or disabilities is good. Pupils appreciate the guidance in learning. The quality of marking is good and can be seen to improve pupils' understanding and the work that they do on paper. Pupils know what their targets are and what they need to do to improve, although higher attainers say they would like a little more guidance in helping them reach the highest targets possible.

Leadership and management

Grade: 2

The good leadership by the headteacher is focused on improving standards and ensuring pupils' personal development. Monitoring and evaluating the school's work is embedding well and the information gained is used to inform the school improvement plan. This plan is a useful working document. It includes a busy agenda, but the criteria for success are not sufficiently quantifiable to measure easily the gains being made. Parents understandably say that, 'the headteacher is extremely diplomatic and good at negotiating favourable outcomes for the school'. This reflects, for example, extra funding that has been obtained to work with other schools to promote writing. There has been much work to develop a helpful system to track pupils' progress. This leads to careful and strategic use of challenging targets which impact well on pupils' achievement. The governors have a good understanding of their role, regularly review policies and monitor their implementation. Good relationships with the local and wider communities add significantly to pupils' learning.

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	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?	2
The standards ¹ reached by learners	3
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	1
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?	2
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

Thank you for contributing to the inspection by sharing your work and talking about your school. It helped me find out that Grewelthorpe provides you with a good education: your parents agree.

There are many good things, such as the way you get on well with your learning and the good teaching. Your behaviour is outstanding and relationships are excellent. You have very good attitudes to learning as shown in your good attendance every day.

Your headteacher and I agree that to make things even better your school is going to help those of you who learn really quickly to make even faster progress. The beginnings of lessons are also going to improve and the teaching assistants are going to help you even more. Your handwriting is not always as good as it should be so this too needs to get better.

You can help by continuing to work hard and always doing your best.