

# Howden Church of England Infant School

Inspection report

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<b>Unique Reference Number</b>	118121
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	312817
<b>Inspection dates</b>	9–10 October 2007
<b>Reporting inspector</b>	Tony Anderson

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

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<b>Type of school</b>	Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	177
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Gaylor
<b>Headteacher</b>	Mrs Carol Padgett (Acting Headteacher)
<b>Date of previous school inspection</b>	1 October 2003
<b>School address</b>	Hailgate Howden Goole DN14 7SL
<b>Telephone number</b>	01430 430767
<b>Fax number</b>	01430 430359

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Howden Church of England is a smaller than average sized school serving a wide semi-rural community. The vast majority of pupils are of White British heritage. Children's attainment when they first come to school is below that typical for their age. The percentage of pupils entitled to free school meals is much lower than the national average, as is the proportion with learning difficulties and/or disabilities. The school has achieved many awards including Healthy Schools, Active Mark, Artsmark, Inclusion and it is an Eco School.

## 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 school which provides good value for money. Pupils' achievement is good and standards are above average. Overall results in national tests from 2004 to 2006 have been consistently above average. Following a dip in writing standards in 2006 the school took effective action to raise standards. Unvalidated results for 2007 indicate that writing has improved and that results in mathematics and reading have improved further.

A caring family ethos, underpinned by close ties to the church, is very much at the heart of this school. This ethos has an exceptionally clear and positive impact on pupils' attitudes and contributes very well to their good personal development and well-being. As one child declared, 'We are all very happy here, our teachers are friendly and helpful and we enjoy our lessons'. Pupils demonstrate confidence and they take up a range of responsibilities such as being members of 'Friendly Face', the 'Fruit Bunch' or the 'Eco Team'. Levels of attendance have improved since the last inspection and are now average. Pupils have a secure understanding of the multi-cultural world in which they live as well as a good awareness of the need for a healthy lifestyle. The quality of teaching and learning across the school is good. Teachers make effective use of resources and pupils are encouraged to assess how well they have learned by the end of the lesson. A good quality, varied and interesting curriculum is well matched to pupils' needs. It is enhanced by a wide range of enrichment activities and extra curricular clubs. The school provides good care and guidance and very successfully meets the pastoral and academic needs of all pupils, including those who are vulnerable and those with learning difficulties and/or disabilities.

Leadership and management are good. School self-evaluation is good and provides an accurate picture of strengths and areas for development. Teaching and learning are monitored regularly. However, opportunities to share the most effective practice with staff and further improve learning across the school are not always taken. Challenging annual targets are set for pupils. Their progress is assessed regularly and tracked each term helping to inform teaching. However, this information is not checked closely enough against their annual targets to be sure that all pupils are on track to reach or exceed them. Governors take a very keen and active interest in pupils' personal development in addition to providing significant levels of challenge and support to the leadership team. Improvement since the last inspection is good. The school's capacity to improve further is also good.

## Effectiveness of the Foundation Stage

### Grade: 2

Nearly all children join the Foundation Stage with skills below those typical for children of this age. Effective teaching meets children's needs well so they make good progress in most areas of learning. Most children achieve all the expected goals set for their learning by the time they move into Year 1. They make very good progress in personal and social skills because of the many exciting opportunities they have for role play, activities initiated by the children and the good guidance they receive from all staff. Open relationships and home visits to parents help children to settle into school routines from the very start. They become increasingly confident and happy in their work and with each other. Strong leadership vitalises the arrangements for these children and it underpins the acceleration in their personal development and independence in their learning.

## What the school should do to improve further

- Provide more opportunities to share the most effective practice in teaching and learning in order to further accelerate learning across the school.
- Check pupils' progress towards their annual targets more often to ensure that work for all pupils is sufficiently challenging.

## Achievement and standards

### Grade: 2

Standards are above average and pupils' achievement is good. Children enter the Foundation Stage with development below that typical for their age. They make good progress in all areas of learning to reach the goals set for them by the end of the Reception class.

Pupils continue to make good progress to reach above average standards by the end of Year 2. The school has sustained above average standards overall from 2004 to 2006. In 2006, standards in writing dipped to average, prompting the school to take effective action to improve writing. Unvalidated results for 2007 show an improvement in writing standards and further improvement in reading and mathematics. This represents good levels of progress and achievement in reading, writing and mathematics from their starting points in the Nursery. Pupils with learning difficulties and/or disabilities and a few vulnerable pupils are very well supported and make similar progress to other pupils in response to the good quality support they receive.

## Personal development and well-being

### Grade: 2

Pupil's personal, including their spiritual, moral, social and cultural, development and their well being are good. Pupils' positive attitudes to learning begin in the Foundation Stage and continue through the school. Their social awareness and sense of responsibility are good. Pupils enjoy helping the school to run smoothly. Pupils' attitudes and behaviour are good. They say that although bullying is very rare, it is dealt with quickly and effectively by the teaching and support staff. Pupils also say they feel safe in school and that they are taught how to behave responsibly when out and about in their own neighbourhood. The school has worked hard to encourage parents to bring their children to school regularly. Attendance levels are average and improving. Pupils have a good understanding of healthy eating and they like the frequent access to physical education and sporting activities which help to keep them fit. They take part in and enjoy a wide range of extra curricular activities and clubs which adds further support to their personal development and self esteem. Pupils are well prepared for their future lives with good basic skills and the ability to work together in harmony.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Lessons are well planned and meet the needs of most pupils. Teaching assistants are effectively deployed to support individuals and groups. Pupils, especially those with learning difficulties and/or disabilities, benefit from the opportunities this provides for more focussed attention. In many lessons, learning objectives are shared clearly with pupils and pupils are involved in evaluating how well they have met

these at the end of the lesson. However, this good practice is not yet consistently evident in a small number of lessons. A wide range of resources, including the digital whiteboards, are used effectively in the classroom to stimulate interest and enhance enjoyment of learning. Marking is good. It provides pupils with frequent well structured guidance on how to achieve the next steps in learning. Pupils particularly appreciate the cloud and rectangle system which is used very well by teachers to add positive and encouraging comments in their books.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and is well planned to meet the needs and interests of all pupils. The school is successfully developing an approach that combines subjects under different themes. This gives more time to study topics in depth and to develop key skills such as literacy, numeracy and information and communication technology. There are interesting and exciting introductory activities to modules of work. For example, hands on experience of a Victorian washing day led to increased enthusiasm and interest by comparing present day methods of washing clothes with those of an earlier generation. High numbers of pupils take part in and appreciate the extensive range of extra-curricular activities and clubs. Additionally, educational visits and a range of incoming visitors are used well to extend and enhance the curriculum. The school also has very good links with its local partners, for example, in extending and improving the quality of its provision for physical education and through the innovative provision for family learning.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. It is particularly effective in meeting the needs of the most vulnerable pupils, including those with learning difficulties and/or disabilities. This is due to the high quality of the procedures to ensure early identification of their particular needs and the productive relationships which exist between the school and a broad range of appropriate external agencies. Current requirements for ensuring the safety of children through safeguarding, child protection and risk assessment procedures are in place. The pupils themselves say that they feel safe in school and know who to turn to if they experience any worries or problems. The vast majority of pupils transfer to the neighbouring junior school and are well prepared for the next stage in their education. Pupils receive helpful guidance from teachers on how to improve their work, especially when their written work is marked. Pupils' progress is assessed and tracked each term. However, this information is not checked often enough against their annual targets to be sure that all pupils are on track to reach or exceed them.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. The acting headteacher has maintained the positive and caring ethos created by the recently retired headteacher. She works very closely with the senior leadership team, the governing body and all other staff to maintain the school's well established good standards. The school's self-evaluation is good. Senior staff monitor the quality of teaching and learning regularly and are aware of strengths and weaknesses in provision. However, opportunities to share the most effective practice with staff and further improve learning across the school are missed. Pupils' progress is assessed and tracked regularly. The use of this information to monitor progress towards longer term challenging targets is

underdeveloped. Regular evaluation of the school's performance in national tests helps to identify priorities for school improvement planning, and supports the maintenance of good standards. Governors fulfil their statutory obligations and in their capacity as critical partners, provide good levels of support and offer robust challenge when holding the school to account for the progress of its pupils. The school has made good progress since the last inspection and is well placed to continue to improve.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

## **Text from letter to pupils explaining the findings of the inspection**

11 October 2007

Dear Children

Inspection of Howden Church of England Infant School, East Riding of Yorkshire, DN14 7SL

Thank you very much for being so friendly to our inspection team when we recently visited your school.

We really enjoyed our two days in your school and you certainly had plenty to say for yourselves in the dining hall, in the playground, and when we talked to various groups representing the Friendly Faces, the Fruit Bunch and the Eco Team. You told us how much you enjoy your lessons and that your teachers are very friendly and will help you if you get into any difficulties. We were particularly impressed with the way you help each other.

We think you have a good school. It is a happy school and most of you are making good progress in your lessons and in your personal development. We have asked the school to look at two things to improve.

- There are many good activities in your lessons that help you to learn really well. We would like the school to find a way of making sure that even more of your lessons include these helpful activities.
- You are all aiming to reach challenging targets in your work by the end of the year. We have asked the school to check how well you are making progress towards these targets more often. This should help to make sure that you all make the best progress that you can.

You can help by continuing to work hard and enjoy all your lessons.

On behalf of the inspection team, I wish you all every success in the future.

Tony Anderson

Lead inspector