

Danby Church of England Voluntary Controlled School

Inspection report

Unique Reference Number	121486
Local Authority	North Yorkshire
Inspection number	314007
Inspection date	30 April 2008
Reporting inspector	Rosemary Rodger

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	58
Appropriate authority	The governing body
Chair	Mr David Graham
Headteacher	Mr T Landers
Date of previous school inspection	17 May 2004
School address	Ainthorpe Lane Danby Whitby North Yorkshire YO21 2NG
Telephone number	01287 660345
Fax number	0

Age group	5-11
Inspection date	30 April 2008
Inspection number	314007

© Crown copyright 2008

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 an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the quality of teaching; the impact of high standards in English, mathematics and science on other subjects studied; and contribution of the curriculum to pupils' enjoyment and understanding of the environment. Evidence was gathered from: discussions with pupils in Year 6, the headteacher, the chair of governors; observations of parts of lessons; an analysis of school documentation and its self-evaluation document; samples of pupils' work and the parental questionnaire returns. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

Description of the school

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the quality of teaching; the impact of high standards in English, mathematics and science on other subjects studied; and contribution of the curriculum to pupils' enjoyment and understanding of the environment. Evidence was gathered from: discussions with pupils in Year 6, the headteacher, the chair of governors; observations of parts of lessons; an analysis of school documentation and its self-evaluation document; samples of pupils' work and the parental questionnaire returns. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in this report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Danby Church of England school is outstanding. It impressively lives up to its aims to 'stimulate learning and encourage children to reach their full potential'. Parental views agree that there are many outstanding features. Parents cite the 'innovation, professionalism and dedication of the staff' and the 'opportunity for pupils to thrive socially and academically'. The school is popular in the local community, as a result of which it is oversubscribed.

Standards were significantly above average in the most recent national tests in English, mathematics and science by the end of Year 6. Current standards in lessons are similarly high because pupils are extremely motivated and enjoy the challenges posed by the excellent teaching. All pupils achieve exceptionally well by the time they leave school. Pupils with learning difficulties and/or disabilities achieve very well because of the impact of the excellent support they receive. Standards at the end of Key Stage 1 are above average primarily due to the good teaching these pupils receive. There is sometimes too little guidance displayed in classrooms to help pupils write independently without the teacher's direct supervision. This is why their progress in writing is good rather than outstanding at the moment.

High standards are equally evident in the excellent quality of topic work, which frequently combines learning in two subjects; for example, history and science in a topic on Egypt. This way of working admirably demonstrates pupils' ability to apply their literacy, mathematical and information and communication technology (ICT) skills to a high level. Well researched electronic presentations and carefully plotted graphs are examples of the application of basic skills.

Pupils' personal development and well-being are excellent. This is because pupils are exceptionally well cared for. Vulnerable pupils settle well into school owing to the very effective links with outside agencies. Behaviour is exemplary. Pupils are polite and very respectful. Whole-school assemblies provide an excellent opportunity for pupils to come together and demonstrate their religious values and beliefs. Older pupils show a mature understanding of their role in setting an example to others through their day-to-day responsibilities around school. Their bubbling enthusiasm for the end of year concert they are planning is another example of the responsibility they feel towards the school. They show concern and compassion; this was demonstrated excellently as older pupils helped younger ones peep at the newly hatched chick in the school incubator. Pupils take their responsibilities for protecting the environment through recycling very well. The 'gardening gang' are very active in demonstrating how to become self-sufficient by growing their own vegetables. Pupils say they are fit and value the exercise they get through the extensive range of sporting activities during and after school. The priority to keeping fit is well reflected in the recently awarded Activemark.

The quality of teaching is excellent. Staff know the pupils exceptionally well as individuals. This has an excellent impact on their progress year by year and the development of confidence and curiosity. Moreover, pupils' progress is tracked very efficiently throughout school. Superb use is made of whiteboard technology to enrich learning. Expectations for learning are very clear. Pupils know what they are to learn as a result. They say that the individual explanations they receive make sure they understand. In some classes, pupils are encouraged to review their learning. This further promotes their self-confidence and understanding very effectively. The tremendous enthusiasm generated through the magnificent range of the curriculum ensures that high standards are achieved by the time pupils leave school. Games are used extensively to help promote basic mathematical skills. Pupils love this. Links with another country are very

effective in helping pupils to understand cultural diversity across the world. Furthermore, pupils really appreciate being given the scope to express their feelings through art and design.

Leadership and management are outstanding. The headteacher effectively balances the dual role of teaching and leadership. Key roles are distributed to all staff, who work conscientiously. The governors are exemplary in their support for the headteacher, particularly in relation to bringing about improvement to the old building. Leadership has wisely focused on applying pupils' considerable skills in the core subjects across the curriculum to enrich their learning and equip them well for later life. Statutory targets in literacy and numeracy are exceeded year on year as a result of pupils' all round academic competence and the high expectations of teaching. The school has sustained and, in many respects, improved over the years and since the previous inspection. It has an outstanding capacity to improve. School self-evaluation is modest in some respects in its judgements on the quality of teaching. The headteacher sets high standards for himself and for the rest of the school. Leading by the example of excellent teaching, the headteacher's coaching and mentoring of new staff are having an exemplary impact on the quality of teaching in other classes.

Effectiveness of the Foundation Stage

Grade: 2

Foundation Stage children are taught alongside Key Stage 1 pupils. There is a good balance between the activities planned only for them, for example, outside where the children explored the school garden looking for basic shapes, and being part of the whole class in sessions on the carpet, sharing a story for example. As a result, children quickly settle into the routines of the class and gain confidence. They learn to share and to take turns. There are many vibrant displays of children's work, but there are too few displays to help children achieve their best in writing. By the time they leave the Foundation Stage most children have made good progress and are ready to cope with the demands of the National Curriculum. Parents are very happy with their children's progress. Leadership of the Foundation Stage is good. A good priority is given to the needs of the youngest children through a curriculum, which emphasises the value of play as a way of learning.

What the school should do to improve further

- Provide displays and prompts for children in Key Stage 1 and the Foundation Stage to help them produce even higher standards in writing.

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

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?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Inspection of Danby Church of England Voluntary Controlled School, Whitby, YO21 2NG

Thank you all for making my day in your school so enjoyable. There was so much to see because you learn about so many exciting topics. The Egyptian masks were fantastic. Please extend my thanks to your parents for their comments about your school; they were very helpful. You attend an outstanding school.

- You work hard and are very keen to learn; you all enjoy school very much.
- Your teachers help you to achieve very well because of the excellent support they provide.
- The work you do is very interesting and shows that you can write and apply your mathematical, ICT and literacy skills extremely well, especially in science topics.
- Your all-round development into responsible young citizens is fantastic. Your understanding of the need to improve the environment and care for others is excellent.
- Everyone is very well cared for and your parents are very happy that you attend Danby school.
- Behaviour is excellent and you look after each other very well.

I have asked your school to improve the displays so that there is more information to help when you are writing, especially for the younger children.

Thank you for the warm welcome you gave me. Good luck for the future and the preparations for the summer concert.