

Husthwaite Church of England Voluntary Controlled Primary School

Inspection report

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| Unique Reference Number | 121502 |
| Local authority | North Yorkshire |
| Inspection number | 327500 |
| Inspection dates | 19–20 May 2009 |
| Reporting inspector | Mr Keith Bardon |

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 112 |
| Appropriate authority | The governing body |
| Chair | Mrs H Barber |
| Headteacher | Mrs R Bainbridge |
| Date of previous school inspection | February 2006 |
| School address | Low Street Husthwaite York YO61 4QA |
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| Inspection date(s) | 19–20 May 2009 |
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Introduction

This pilot inspection was carried out by one additional inspector. The inspector visited six lessons and held meetings with governors, staff and groups of pupils. The inspector observed the school's work, and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspector also analysed 33 questionnaires returned by parents.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the achievement of more-able pupils to determine whether teaching is sufficiently challenging and assessment is being used effectively to provide lessons that are well matched to the abilities of the pupils
- pupils' understanding and appreciation of cultures that are different to their own and the impact of the school's work in promoting wider community cohesion
- how safe pupils feel in school and how well they play together in the playground
- the effectiveness of leadership and management in securing improvement.

Information about the school

Husthwaite Church of England Primary is a small rural school serving a number of local villages and the surrounding area. Nursery and Reception children are taught together in an Early Years Foundation Stage class and the school has four other classes, two of which are mixed-age. Almost all pupils are of White British heritage. The proportion of pupils with a learning difficulty and/or disability is below the national average and there are no pupils with a statement of special educational need. Relatively few pupils are eligible to take a free school meal. The school has achieved a number of awards including Healthy Schools, Activemark, the Basic Skills Quality Mark and the local authority Inclusion Quality Mark. Since the school was last inspected there have been a large number of staff changes including the headteacher, who was appointed April 2008.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

Husthwaite is a satisfactory school. It has a number of good features and is well thought of in the local community. Parents appreciate the approachability of staff and say their children are happy at school. Staff pay close attention to pupils' care and well-being and support and guide them well. This has a marked effect on pupils' confidence and self esteem and the many happy faces and above average levels of attendance bear testament to their enjoyment of school.

Pupils' progress is satisfactory and their attainment is broadly average. There are clear signs that pupils' achievement is improving. This is very evident in the younger age classes, where the good progress children are now making in Early Years Foundation Stage, is being built upon successfully. Teachers are making better use of assessment information to plan work which is improving the quality of teaching and this is starting to impact on pupils' achievement higher up the school. However, inconsistencies in the way in which pupils are challenged and the lack of opportunities to develop independence and thinking skills, slows their progress in some lessons. This affects the learning of more-able pupils in particular.

Good provision is made for pupils' personal development and they grow into sensible and considerate individuals who value their education. The conscientious attitude many pupils show is typified, for example, by the way they are desperate to get their work back when they feel they have not done well so that they can address the errors. Pupils say they feel safe and secure in the school's warm atmosphere and thoroughly enjoy each other's company. Boys and girls play together well at break and lunch times and help and support each other in class. Pupils who arrive part-way through their primary education are well supported and settle in quickly and throughout the school there is a pronounced sense of belonging. Active involvement in the local community gives pupils a strong appreciation of their own culture, but limited contact with wider communities restricts their understanding of diversity and the richness of other cultures and ethnic heritages.

Since the last inspection the school has experienced a relatively large number of staff changes and has made uneven progress in its development. Under the clear direction and focused leadership of the headteacher the school is moving forward. Parents have commented that they feel more involved and welcome the changes that have been made. Governors have refined the way in which they work to increase their efficiency and provide the school with the support and challenge it needs. The atmosphere is very positive and the school's capacity for sustained improvement is satisfactory. Teachers with management responsibilities have started to monitor

accurately but have still to appreciate fully how to use the information to rigorously evaluate the school's effectiveness and to plan strategically to raise attainment and improve achievement.

What does the school need to do to improve further

- Increase the achievement, learning and progress of all pupils and particularly the more-able by:
 - making full use of assessment to provide challenging work which builds successfully on pupils' prior learning
 - providing pupils with frequent opportunities to reason, think and make choices about how best to go about their work.
- Broaden pupils' understanding of cultural diversity by providing them with more opportunities to look at and appreciate how people in communities that are different from their own lead their lives.
- Develop the capacity of leaders and managers at all levels to evaluate the work of the school accurately and incisively.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

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|---|
| 3 |
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Pupils make satisfactory progress. Most follow teachers' instructions closely and show interest in what they are doing, but are reticent to put forward ideas and suggestions on how to resolve a problem, unless invited to do so. Older pupils, particularly the more-able, are over reliant on the teacher to do most of the thinking and to specify ways of working. Consequently, when a problem arises they often have difficulty solving it themselves, something that affects progress in mathematics in particular. Pupils' conscientious attitude and application to their work contributes to their satisfactory achievement. Levels of concentration are good and from a young age pupils stay on task and sustain their interest for lengthy periods. Pupils with learning difficulties and/or disabilities make good progress because they respond well to the sensitive and well planned support they receive. This enables them to participate fully in lessons and to make progress in line with all other pupils.

Pupils' attainment since the last inspection has been broadly average, but has varied widely. While this is due in part to the small numbers in each year group and their different starting points, staffing instability has also played an influential part. Now that the school has settled once again pupils' progress is beginning to accelerate and achievement is rising. Key to this has been improvements to information systems which provide teachers with a clear picture of pupils' attainment and progress. Consequently, teachers' expectations of what pupils can achieve are higher and pupils are gaining more from their lessons. Pupils behave very well in class and require few reminders of what the school expects. Most listen carefully when others are speaking and wait their turn patiently. They willingly help each other, readily giving guidance and advice when someone is stuck with a problem. The many

activities in which pupils can participate after school are a source of much enjoyment and they know that the extra sport, along with the healthy food provided, is helping them to stay fit and healthy.

Pupils' spiritual, moral, social and cultural development is satisfactory overall and has good features. They mature into confident and considerate individuals with a clear sense of right and wrong. Being part of a small community, both in school and in their everyday lives, gives pupils a strong sense of identity and an appreciation of how the actions of the individual affect the lives of others. They welcome the opportunity to make decisions that benefit everyone through the school council and readily help around school. Many pupils have only limited contact with pupils of their own age from different ethnic, religious and social backgrounds outside the local area. This narrows their understanding of cultures that are different from their own and their understanding of how others lead their lives is underdeveloped.

These are the grades for pupils' outcomes

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|---|---|
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with learning difficulties and/or disabilities and their progress | 3 |
| How well do pupils achieve and enjoy their learning? | 3 |
| To what extent do pupils feel safe? | 2 |
| How well do pupils behave? | 2 |
| To what extent do pupils adopt healthy lifestyles? | 2 |
| To what extent do pupils contribute to the school and wider community? | 2 |
| Pupils' attendance ¹ | 2 |
| How well do pupils develop workplace and other skills that will contribute to their future economic well-being? | 2 |
| What is the extent of pupils' spiritual, moral, social and cultural development? | 3 |

How effective is the provision?

Overall teaching is satisfactory. In the lessons observed the teaching varied between satisfactory and good. In some lessons, assessment information is used well to match work closely to the needs of the individual, but in others the tasks set are much the same for all pupils or do not fully reflect the higher starting points of the more-able pupils. Relationships are good, enabling pupils to discuss their work productively with others. Teachers make good use of information and communication technology (ICT) to stimulate pupils' interests and add an additional dimension to their learning. A well chosen clip from a popular cartoon film engaged Year 2 and Year 3 pupils effectively and resulted in good quality action writing that was lively and interesting. New work is introduced clearly and thoroughly, although there are times when too much information limits opportunities for pupils to think creatively and solve problems for themselves. This reduces the challenge for more-able pupils in particular. Teaching assistants work productively alongside teachers, providing supportive additional help and guidance to those who need it. Teachers' marking is satisfactory, but is inconsistent in the help it provides for pupils on how to improve.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The curriculum is lively and interesting and effectively promotes pupils' enjoyment of learning. While due emphasis is placed on literacy and numeracy, pupils are provided with a well balanced range of experiences, including an early introduction to French. Pupils are provided with a variety of activities, including regular off-site visits, which enable them to learn in different ways. They particularly enjoy science investigations and exploring artefacts from World War 2. ICT is used effectively in pupils' learning and both teachers and pupils are looking forward to making full use of new computers, both desktop and laptop that are currently being installed. Pupils enjoy a very good selection of after school clubs, which are run on a rolling programme so that they all can be involved. Sport and other physical activities are particularly popular and help to keep pupils fit and healthy.

Staff know pupils well and pay close attention to their care and welfare. Procedures for identifying and supporting pupils who may be experiencing difficulties are thorough and effective. Pupils enjoy the security this brings and are happy to approach staff if they have concerns or need help. Support and guidance for pupils with learning difficulties and/or disabilities is well targeted and ensures they are fully included in all the school has to offer.

These are the grades for the quality of provision

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| The quality of teaching | 3 |
| The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher demonstrates secure management skills, incisive evaluation and a determination to improve pupils' achievement. Other staff with management responsibilities are collecting useful information and making a positive contribution to school development. However, because of the changes the school has undergone, they lack experience of how to summarise the information and make precise evaluations. Improved information systems are helping managers to set more challenging performance targets for the school, but many have to become fully established and are not yet securing equality of opportunity for all pupils. The performance of different groups of pupils varies and more-able pupils in particular have yet to achieve the standards of which they are capable. All pupils are made welcome at the school and treated with equal respect. Safeguarding procedures meet current requirements and regular risks assessments ensure pupils are safe in school and when taken on off-site visits. Pupils and parents are consulted regularly and action taken on their views. The school makes a good contribution to the local community, particularly through its links with parents and the church and participation in village activities. Links have been established with a school in Africa, but in general the school's contribution to wider community cohesion is limited, and there are insufficient links with different United Kingdom/national communities. Governance is satisfactory. Governors are becoming increasingly involved in evaluating and challenging the performance of the school. The school enjoys a good

relationship with parents. The establishment of a parent forum is further improving communication. Effective partnerships with other schools and organisations enhance provision for pupils and provide staff with good opportunities for professional development. Finances are managed efficiently and the outcomes for pupils represent satisfactory value for money.

These are the grades for leadership and management

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| The effectiveness of leadership and management in communicating ambition and driving improvement | 3 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Many children start in the Nursery with skills that are broadly typical for their age. Good teaching and a stimulating environment ensure that children make good progress throughout their time in the Early Years Foundation Stage. By the end of Reception most children have reached the early learning goals expected for this age and they are well prepared for the National Curriculum. Effective leadership and management are promoting good improvement in children's basic skills. Teachers in Year 1 have noticed a significant increase in the quality of children's basic skills this year, particularly in their understanding of how sounds and letters link together. Early Years Foundation Stage is providing the solid platform the school needs to raise attainment. Relationships are excellent and staff pay close attention to all aspects of children's welfare. The friendly atmosphere encourages children to work and play happily together, show consideration for others and behave well. They make rapid progress in their personal development and achieve particularly well in this area of learning. Teachers engage children in conversation constantly which gives them confidence when speaking to others and many children readily approached the inspector to share and discuss their work. Activities provide interesting opportunities to read, write and work with numbers and children develop a good range of basic skills. Activities indoors are extremely well planned and resourced. Although best use is made of the outdoor area, a shortage of space limits the range of physical activities in particular that can be provided. However, work is starting to implement plans to extend and improve the outside area. Records of children's work illustrate clearly how they are progressing and achieving. Teachers use this information effectively to plan the next steps in the children's learning. However, the information is not yet evaluated and summarised as clearly as it could be. The recently introduced flexible timetable in Nursery has given parents far more options and is typical of the productive way in which the school works with them. Simple, but

effective, systems enable parents to share their children's interests and experiences with school and to provide useful information to add to their progress records.

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 2 |
| Overall effectiveness of the Early Years Foundation Stage | 2 |

Views of parents and carers

Most parents are happy with the school. They feel it keeps their children safe and that the school involves and listens to them. A small minority expressed concern about how the school deals with unacceptable behaviour. Pupils spoken to did not share this concern and the behaviour observed during the inspection was good. Several parents added positive comments to the questionnaire often referring to the improvements they had noticed of late.

Ofsted invited all the registered parents and carers of pupils registered at Husthwaite Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 33 completed questionnaires. In total, there are 76 parents and carers registered at the school.

| | Always | Most of the time | Occasionally | Never |
|--|--------|------------------|--------------|-------|
| Overall I am happy with my child's experience at this school | 25 | 7 | 1 | 0 |

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate. |

Common terminology used by inspectors

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| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Achievement: | the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |



21 May 2009

Dear Pupils

Inspection of Husthwaite Church of England Voluntary Controlled Primary School, York, YO61 4QA

Thank you very much for the very friendly greeting you gave me when I visited your school recently. Lots of you smiled and chatted to me which made me feel comfortable and welcome. I thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with me about the school.

Husthwaite Primary is a satisfactory school which gives you good support for your personal development. Not too long ago there were quite a lot of changes and it has taken a while for the school to settle down again, but it is now getting better. At present, many of you are making satisfactory progress. This is OK, but it would be nice to be able to say you were all making good or even very good progress and I know the staff would like this too. I have recommended that in all your lessons teachers make sure that you all have work that is challenging, but within your capabilities and that you are given more opportunities to think for yourselves, rather than just following instructions. The attitudes you show to school work are good and I am confident that you will enjoy being challenged all of the time.

Your behaviour is good and you can be proud of the way you grow into sensible and caring young people. Staff take good care of you and I know you appreciate all the help and guidance they provide. I have asked the school to give you more opportunity to look at the lives of people from other cultures and communities.

The school has quite recently involved more teachers in checking its work and measuring how well it is doing. Some are quite new to this task and I have asked your school to help them gain greater experience to help them with this work.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Keith Bardon
Lead inspector

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