

Settle Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121587
Local Authority	North Yorkshire
Inspection number	359043
Inspection dates	16–17 November 2010
Reporting inspector	Bernard Jones

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	3–10
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Mrs Trish Marklew
Headteacher	Mr Richard Wright
Date of previous school inspection	9 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 14 lessons, where seven different teachers were seen. The inspectors held meetings with members of the governing body, staff, groups of parents and carers and pupils. They observed the school's work and looked at pupils' work, data on pupils' performance, development plans, safeguarding documents and records of the school's own monitoring of its performance. The responses to 87 parents' and carers' questionnaires were considered, alongside responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of the changes in teaching and learning in mathematics on pupils' attainment and achievement.
- How well teachers use information about pupils to plan lessons to ensure challenge and to meet the needs of different groups of pupils.
- How well subject leaders' roles have been developed to ensure that they monitor and evaluate standards and achievement in their subjects.
- The impact of the school's provision in developing community cohesion.

Information about the school

This school is smaller than the average primary school. The proportion of pupils with special educational needs and/or disabilities is below average. The number of pupils known to be eligible for free school meals is below average. There are very few pupils from minority ethnic backgrounds and none are at an early stage in learning English. Pupils leave the school at the end of Year 5 to join a middle school. The school has gained Healthy School status, the Football Association Charter Standard, the Activemark, Investors in People status and the Financial Management Standards in Schools.

The privately run on-site provision for childcare, Chipmonks, is subject to a separate inspection and will receive its own inspection report which will be published on the Ofsted website.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that gives good value for money. Pupils achieve well and their attainment is above average by the time they leave Year 5. Parents and carers give overwhelming support to the school because they are fully included and feel well informed. Pupils receive teaching that is mainly good. There is some excellent practice where teachers plan their lessons well so all pupils are challenged appropriately. However, there is some inconsistency. Not all teachers use the information they have about pupils' attainment to plan precisely enough for all pupils. As a result, the highest attaining pupils in particular are sometimes not challenged enough. Targets for improvement are accurate and challenging, but too many pupils say they are not clear about the progress they are making or the next steps they need to take to improve further. Children in the Early Years Foundation Stage benefit from excellent provision and this is an area of significant strength in the school.

The good provision for pupils' spiritual, moral, social and cultural development makes a positive impact on their behaviour. This is an inclusive school, where pupils make a good contribution to the school and to the wider community. Pupils are very willing to take responsibility and they enjoy doing so. They are positive in their approach to living healthily and show a good understanding of how to stay safe.

The excellent quality of care, guidance and support that pupils receive is reflected in their positive relationships with each other and their teachers. Vulnerable pupils are particularly well catered for and receive well-targeted support that helps them make good progress and participate fully in school life. Pupils' attendance is above average. The school has good capacity to improve further and to sustain improvements. The headteacher and deputy headteacher are effective and give a strong lead in all matters concerning further improvement. Leaders throughout the school monitor closely the impact of actions taken to improve attainment and progress. For example, recent past weaknesses in pupils' progress in mathematics have been successfully identified and tackled. Changes to teaching methods and assessment procedures have resulted in pupils now making good progress in mathematics. The school knows its strengths and weaknesses because self-evaluation systems and procedures are well established and effective. The governing body makes a good contribution by supporting and challenging the school. Along with the senior team, it ensures a clear vision to which all staff subscribe.

What does the school need to do to improve further?

- Ensure all pupils, particularly the highest attainers, are sufficiently challenged in lessons by:

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- adopting a more consistent and precise approach to planning that uses the information about pupils' progress in order to stretch and challenge all pupils to achieve the best of which they are capable
- ensuring that teachers and pupils know what constitutes good progress in their lessons.
- Ensure that pupils are clear about how well they are achieving by:
 - using language that pupils understand when informing them of the progress they are making
 - confirming that pupils know the next steps they need to take to improve further.

Outcomes for individuals and groups of pupils**2**

Classrooms are characterised by pupils behaving well and making a strong contribution to their own learning. They have good relationships with each other and their teachers and are rightly trusted to take responsibility. They cooperate well with classmates, whether comparing their answers or working to solve problems. They listen carefully when required and participate fully in the many opportunities given to share their learning with their 'talking partners' and in groups. Pupils enjoy their work, achieve well and are equipped and ready for the next stage of their education. The quality of learning is good in lessons because teachers prepare interesting work that pupils enjoy. Children enter the nursery with levels of skills and knowledge that are broadly in line with those expected for their age. In recent years, children made good progress through the Early Years Foundation Stage and these pupils are building on this to achieve well through the rest of the school. Pupils currently in the Nursery and Reception classes are benefitting from improved provision and are making excellent progress. Pupils typically leave Year 5 with attainment that is above average. Pupils with special educational needs and/or disabilities and those who are vulnerable enjoy their work, make good progress and achieve well because of the good quality support they receive in lessons from teachers and teaching assistants. Pupils eat healthily and have a good awareness of the need to play sports and keep fit. Many take part in physical activities offered by the school in addition to the good programme of planned lessons in physical education. The school council plays a good role in putting forward ideas. Pupils are open and welcoming to visitors. They have a good understanding of right and wrong, which contributes significantly to the harmonious relationships that characterise the school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The quality of teaching is mostly good and teachers are skilful in managing their classes and ensuring a good working atmosphere. Some teaching is particularly effective in matching the content of lessons to the differing needs of pupils. In such lessons, assessment data gathered about pupils are used carefully to match the content of the lesson to pupils' abilities, and all pupils are stretched and challenged. This is not consistently the case and work is occasionally too easy for higher-attaining pupils. Here, teachers are not clear enough about what they expect different ability groups to learn, and what constitutes good progress. Teachers' marking of work is undertaken conscientiously and is encouraging and helpful, and the best marking points pupils clearly to the next steps they need to take to improve further. However, this good practice is not consistent across the school, so pupils are not always clear how to improve their work. Pupils' targets are mainly used effectively and are appropriately challenging, but some pupils do not understand the language used and say they are not clear about the progress they are making. Information and communication technology (ICT) is used well to engage pupils, make lessons interesting and to help to teach difficult concepts.

The curriculum is good and meets pupils' personal needs, as well as raising their academic achievement. Effective partnerships developed with other schools and agencies enhance the curriculum and ensure a good range of additional activities in sports and the arts. These are popular with pupils and enrich the life of the school. They make a positive

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contribution to pupils' personal development, as do the many visitors and educational visits and the annual residential experience for Year 5 pupils.

The school's excellent care, guidance and support and the effective links between the school and outside specialists ensure pupils' well-being and contribute to their good personal development. Pupils feel safe in school. There is a very strong and effective partnership established with parents and carers early in the pupils' life in the school so that any concerns are dealt with quickly. The needs of pupils who may have extra educational, language or social needs are met well by teachers and teaching assistants who have very caring relationships with pupils and give carefully targeted support. As a result, these pupils feel secure and make good progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: 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	1

How effective are leadership and management?

This is an ambitious school where the clear vision of the headteacher, senior team and the governing body is used well to set the pace and direction for the school's development. Staff throughout the school share in the ambition to succeed, and middle managers make a significant contribution in developing their subject areas. All staff contribute well to ensure good quality teaching and learning and a drive to improve further. The governing body is meticulous in ensuring that all recommended practice is observed regarding the safeguarding of its pupils. It also meets well its responsibility to ensure equal opportunities for pupils in all aspects of their school life and that the school tackles any form of discrimination assiduously. Financial planning and accountability are good and resources are used well. The provision for community cohesion is good. Its impact can readily be seen in pupils' awareness of life in other societies than its own and in the way that pupils from different backgrounds interact positively to produce the harmonious atmosphere that exists in and around the school. Productive partnerships with other schools ensure a flow of expertise into and from the school. Targets are challenging and are used to encourage pupils to aspire to higher achievement. The school knows well its strengths and where it needs to improve further. Good quality planning at all levels supports further improvement. Self-evaluation is based appropriately on measuring the impact that actions taken have on pupils' attainment and progress. The result is a successful school where pupils achieve well.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Recent changes, including the redeployment of the teaching staff, have improved further what was already good provision. The excellent induction procedures ensure that children settle very quickly into the nursery. Because parents and carers are encouraged from the start to be full partners in the education of their children, they interact very productively with the teachers and other adults throughout the Early Years Foundation Stage. Children now make excellent progress in all areas of learning and thoroughly enjoy their experiences in the calm, purposeful learning atmosphere engendered by the staff. The excellent leadership and management ensure a well-structured curriculum that builds children's learning systematically. The quality of planning and the associated assessment of children's progress are outstanding. Staff know well how young children learn and provide very stimulating activities that the children enjoy. On a cold, wet autumnal day, young children dressed themselves appropriately and almost literally became stuck in the mud as they experimented with the different feel of the soaked garden area. They were encouraged to wonder where the worms had gone. There was use of rich vocabulary, a good exchange of ideas and sharing of garden implements. Work is carefully planned and children are given choices of activities both indoors and outside in rich learning environments. They benefit from a good balance of adult-led or their own choice of activity. Well-established routines help children to acquire the necessary social skills to participate fully in the range of activities provided. The quality of care, guidance and support is excellent and staff are particularly successful in developing children's personal and social development. The few children who are from ethnic minority backgrounds and any vulnerable children benefit from the outstanding care provided and they too make excellent progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Around half the parents and carers returned the questionnaire, and the overwhelming majority who did are supportive of the school, as are those who met the inspectors. Parents and carers approve the approaches taken to ensure pupils develop good relationships with each other and with adults. They also value the safety and security provided by the school. Almost all parents and carers say they are aware of their children's progress and are satisfied with their children's achievement. They praise the school for the ways in which children enjoy school and learn how to behave and respect other people. The comment, 'The headteacher leads a wonderful team of teachers that ensure the children are happy, safe and learning all day long,' typifies the sentiments of the many positive comments. The inspectors found that pupils are very well cared for and judge that there are good procedures to teach pupils about inappropriate behaviour and good systems for dealing with any bullying that may take place. The school works hard to include parents and carers in all its activities.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Settle Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	83	14	16	1	1	0	0
The school keeps my child safe	77	87	12	13	0	0	0	0
My school informs me about my child's progress	59	66	28	31	0	0	0	0
My child is making enough progress at this school	59	66	29	33	0	0	0	0
The teaching is good at this school	70	79	17	19	0	0	0	0
The school helps me to support my child's learning	69	78	19	21	0	0	0	0
The school helps my child to have a healthy lifestyle	66	74	23	26	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	59	66	26	29	0	0	0	0
The school meets my child's particular needs	65	73	22	25	1	1	0	0
The school deals effectively with unacceptable behaviour	50	56	33	37	2	2	0	0
The school takes account of my suggestions and concerns	54	61	32	36	0	0	0	0
The school is led and managed effectively	68	76	20	22	0	0	0	0
Overall, I am happy with my child's experience at this school	75	84	13	15	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2010

Dear Pupils

**Inspection of Settle Church of England Voluntary Controlled Primary School,
Settle, BD24 9BW**

Thank you for being so welcoming and friendly when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for taking the time to talk to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. We found that yours is a good school. We like the way you take responsibility, and how helpful Year 5 pupils are towards younger children. We particularly enjoyed the way you participate so enthusiastically in your P.E lessons and during assembly when you sing as well as you do. You obviously enjoy coming to school and this shows in your good behaviour in classrooms and around the school. We appreciate how your school helps you in learning to live healthily and safely so that you develop into mature young people, ready to progress to Year 6.

The teaching you receive is good. This means you achieve well and the standards you reach by the end of Year 5 are above those expected. You say that you like your teachers and the way that they take good care of you. You were very positive in your questionnaire responses, although some of you indicate that you are not sure about how well you are doing. To make things even better, we have asked your headteacher and teachers to help you by being clearer when they tell you about the progress you are making. We have asked your teachers to change some of the ways they plan lessons so that all of you achieve the best you can. You can help by continuing to work hard.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Bernard Jones

Lead inspector

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