

Egton Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121610
Local authority	North Yorkshire
Inspection number	339979
Inspection dates	26–27 May 2010
Reporting inspector	Judy Jones

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	32
Appropriate authority	The governing body
Chair	Mr Roger Everitt
Headteacher	Mrs E Orland
Date of previous school inspection	September 2006
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Introduction

This inspection was carried out by one additional inspector. The inspector visited seven lessons or parts of lessons, seeing both the full-time teachers, three part-time teachers and held meetings with governors, staff and groups of pupils, and parents and carers. She observed the school's work, and looked at documentation including the school development plan, external reports, reports to governors and policies relating to child protection, vulnerable pupils and safeguarding. Thirteen completed questionnaire returns from parents and carers were analysed, together with 20 from pupils and six from staff.

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

- the extent to which the school's records of individual pupils' progress support the school's judgement that achievement is good
- the effectiveness of teachers in delivering an appropriate curriculum to such a wide age and ability range in each class
- the way in which the school enables pupils to share activities with more children of their age than they normally meet in this very small school.

Information about the school

The school is much smaller than the average primary school and serves a predominantly rural area. Most pupils come to school by bus or taxi from outlying farms and hamlets. Reception children share a teaching area with Key Stage 1 pupils, and there is one class for Key Stage 2 pupils. The headteacher teaches the Key Stage 2 class for most of their lessons and has the equivalent of a day not teaching to deal with school leadership and management. All pupils come from White British families. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion known to be eligible for free school meals. Pupils enter the school with a wide range of abilities and skills, and the number of pupils in each year ranges from two to seven. The school holds the Bronze award as an ECO school, the Healthy Schools Award and Active Sports Mark

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

1

The school's capacity for sustained improvement

2

Main findings

This outstanding school is greatly valued by parents and carers and by its community. Its close links with the neighbouring church and the Christian ethos that underlies its work contribute to excellent care, guidance and support and to outstanding outcomes for all pupils. Pupils flourish in this environment and their spiritual, moral, social and cultural development is exceptional. This leads to outstandingly good behaviour and excellent contributions made by pupils to the school and wider community. There are highly effective systems for keeping pupils safe and making them aware of risks and safe practice. This results in pupils feeling exceptionally safe in all aspects of life in school and beyond and eagerly putting into practice guidance about leading healthy lives.

The outstanding curriculum gives pupils a wide range of experiences within and beyond the classroom through exceptionally good planning and highly effective partnerships with other schools. Teaching that is good, and has some outstanding elements, enables pupils to make good progress in all years, and achieve well, whatever their starting points. They enjoy and take a pride in their learning. Mathematics is particularly well taught. The school has responded well to the main issue of the previous inspection, to improve standards in writing. Pupils now leave school able to write clearly, with usually accurate punctuation and spelling. However, they do not have enough opportunities to write freely about their own experiences or about the research they ably carry out using computers. Therefore, the content of their writing is less varied and interesting than their mathematics, where tasks are more challenging.

Leadership, including the governing body, is highly effective in the ways it promotes equal opportunities, tackles discrimination and promotes community cohesion. Relationships with parents and carers are outstanding and the well maintained school web-site enables homes, most of which are several miles away, to keep in daily touch with school.

Self-evaluation is rigorous and accurate. This has enabled the leadership successfully to introduce a number of initiatives, some quite recent, such as partnerships with local schools and improved play areas for the youngest children. These innovations are well planned and are improving the provision and outcomes for pupils. Consequently, the school has good capacity for sustained improvement.

What does the school need to do to improve further?

- Extend pupils' ability to express themselves in writing, by:
 - challenging them to make their written work more interesting and to write at greater length
 - encouraging them to write more about their own experiences
 - encouraging writing about, and presenting material from, their own research.

Outcomes for individuals and groups of pupils

1

Pupils enjoy lessons and are keen to learn. Mathematical development is particularly good. Year 5 and 6 pupils have a good grasp of basic number, including number tables, and apply this to problems such as data handling and to abstract ideas such as probability. Years 5 and 6 pupils express probability as a fraction or percentage, and those in Years 3 and 4 understand that probability ranges from certain events to impossible ones and know what is meant by 'fifty-fifty.' Year 6 pupils' writing is competent and mostly accurate, but pupils do not have the same enthusiasm for writing as they have for mathematics. Consequently, they do not write at length, or express themselves as interestingly in writing as they do when speaking. The school keeps accurate records of pupils' progress across all years, and it is evident that whatever their starting points, pupils make good progress in developing numeracy, literacy and information and communication technology (ICT) skills, as well as acquiring broad general knowledge. Over the last three years, test results have varied from above to below average, depending on the make up of the year group.

Pupils are confident and self-reliant in lessons and around school and can work independently or cooperatively, as required. They readily accept responsibility and show leadership, for example, in their enthusiasm for the school's environmental measures and awards. Their understanding of the needs of others is exceptional and older pupils take good care of the youngest ones. All enjoy making new friends through active partnerships with other schools and they are shocked by the idea of unfairness or discrimination. They enjoy using ICT including the internet and the school 'virtual learning environment' and are very alert to the risks posed by wider use of the internet. Their spiritual development is particularly strong, partly through excellent assemblies and the close links with the church. In addition, pupils have opportunities to talk and share ideas with sympathetic adults, so that they have high self-esteem and value and respect others.

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	3
The quality of pupils' learning and their progress	2

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

The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop [workplace and other skills]/[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	1

How effective is the provision?

Teaching in all areas of the school is consistently good, and in some respects, particularly in numeracy, it is outstanding. Pupils are taught to write accurately and to enjoy reading, but there is less challenge in literacy than in numeracy. Teachers use the wide range of ages and attainment in their classes to ensure that work is matched to the needs of the pupils. For instance, Year 4 pupils sometimes work with Year 5 and 6 pupils and pupils in Years 1 and 2 and Reception children work in groups to do work that is well-suited to them. Group work is well planned and managed in collaboration with very competent teaching assistants. Additional teachers and coaches for specialist subjects, such as sport and French support the overall good teaching. Classrooms are not large and when pupils are using a range of resources, such as computers, they often have to share equipment. This sometimes leads to spaces being overcrowded. Work is marked helpfully, and teachers discuss pupils' work with them to explain how to improve. Progress is assessed regularly and pupils assess their own work and set their own targets, in consultation with their teachers. At present, the numeracy records are derived from a number of sources, and though valuable, are not easy for teachers to use. The school is moving to a comprehensive system already in use for English.

The curriculum is based on themes influenced by pupils through consultation. Subjects are woven skilfully together to cover statutory requirements and engage and interest pupils. For example, the Key Stage 2 theme of Fairtrade encompasses the geography of fair-trade countries, nutrition and cooking with fair-trade products, and fundraising based on a bid made by pupils to the governors for capital to set up a stall selling biscuits using Fairtrade cooking ingredients. Recipes, measurements and a survey to establish the most popular biscuits form part of the data used in numeracy lessons. Enrichment through many trips and visits complements the excellent curriculum.

Adults and pupils say the school feels like a family. The school's care, guidance and support are based on knowing the pupils and their families very well and on the school's Christian values, and are backed up by watertight welfare systems. As a result, the school is outstanding in the way in which it speedily identifies pupils' particular needs, makes appropriate provision, and monitors outcomes to see that the provision is effective. An additional strength is the increasingly close partnership with other small schools in the area, so that pupils get to know others of their own age. This is particularly helpful when pupils move to the secondary school because

they will already have made friends with other children there. Parents and carers commented on how well their older children had settled into secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The outstanding outcomes for pupils follow from leadership that is clear-sighted and decisive. The headteacher manages her heavy teaching load and the running of the school very well, fostering a spirit of common purpose and ambitious vision. Teaching is monitored rigorously and professional development matched to the needs of the school and to the individual.

Governors support the school through their insight, their excellent knowledge of the school and their wide range of skills and knowledge. They respond to unplanned events quickly and always in the best interest of the pupils. They manage finances prudently, and ensure that the school gets good value for money in terms of expenditure and outcomes.

Leaders recognise the importance of community cohesion and have a clear view of the place of the school in its local and wider communities. The school is highly effective in giving pupils opportunities to learn about the lives and faiths of peoples in different circumstances to their own, both in this country and more widely. Pupils are actively involved through links with an ethnically diverse inner-city school, which they all visited, and through their fundraising for Fairtrade causes. Equality of opportunity underpins the work of the school and pupils explain clearly why discrimination is unacceptable. Systems for safeguarding, including risk assessments and child protection measures, are clear on paper and in practice, and meet all requirements. Records are meticulous. Particular care is given to making pupils think about their own safety, for example, through their informative and lively displays about road safety.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1

The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and the setting is well organised and managed. Children benefit from the opportunity to share parts of lessons with Years 1 and 2 when appropriate. For example, all the class enjoyed the story of *The Very Hungry Caterpillar*, before the Early Years Foundation Stage children moved into their area and chose activities, some of which related to caterpillars and butterflies. Children also benefit from seeing the Key Stage 1 pupils at work because it makes them keen to emulate the older ones and write and draw like them and most write simple sentences by the end of Reception. Children develop good social skills by following the examples set by Key Stage 1 pupils. Attractive individual photographic log books are shared with parents and carers and provide a colourful record of progress that is used to identify ways to enable children to take the next steps in their development.

Teachers and assistants are conscious of the need to combine a range of activities for children to choose from with more structured guidance. They manage this skilfully so that every child has a good balance of activities. The resources have recently been upgraded and the outdoor area is suitable, though the indoor space is small. The layout of the outdoor provision means that some of the outdoor activities have to be scheduled, rather than being part of free play, but adults in charge ensure that all children have sufficient chance to run about and ride bicycles and scooters in safety.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
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

Views of parents and carers

Parents and carers are overwhelming in their support and enthusiasm for the school. A high proportion completed the questionnaires, some relating to more than one child in the household. The response was entirely favourable. Several added written comments saying how glad they are to have children in this school, and commenting with pleasure on the family atmosphere. The inspector is in full agreement with the parents and carers about the outstanding nature of the school. The high response is particularly creditable since most children travel to school by bus or taxi and parents and carers do not have the daily face-to-face contact that happens in most primary schools.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Egton Church of England Voluntary Aided 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 inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 32 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	95	1	5	0	0	0	0
The school keeps my child safe	19	95	1	5	0	0	0	0
The school informs me about my child's progress	15	75	5	25	0	0	0	0
My child is making enough progress at this school	15	75	5	25	0	0	0	0
The teaching is good at this school	19	95	1	5	0	0	0	0
The school helps me to support my child's learning	16	80	4	20	0	0	0	0
The school helps my child to have a healthy lifestyle	17	85	3	15	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)	18	90	1	5	0	0	0	0
The school meets my child's particular needs	15	75	5	25	0	0	0	0
The school deals effectively with unacceptable behaviour	16	80	4	20	0	0	0	0
The school takes account of my suggestions and concerns	15	75	5	25	0	0	0	0
The school is led and managed effectively	17	85	3	15	0	0	0	0
Overall, I am happy with my child's experience at this school	16	80	4	20	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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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.



7 June 2010

Dear Pupils

**Inspection of Egton Church of England Voluntary Aided Primary School,
Whitby, YO21 1UT**

Thank you for making me so welcome when I inspected your school recently. I greatly enjoyed being with you, looking at your work, visiting your lessons and having school dinners with you.

You are in an outstanding school where you work and play happily together because you are well taught and very well cared for. As a result your behaviour is excellent, you are kind to each other and you understand the importance of valuing and being fair to everyone, both in school and in the wider world. You have many opportunities to meet other people of your age and your teachers are good at teaching classes where there are pupils with many different ages.

You are very responsible and confident and I wish you well with your Fairtrade venture. I feel sure your presentation to the governors will go well. You are making good progress in your lessons, especially in numeracy. I have asked your teachers to help you to make your writing as good as your numeracy. They can do this by giving you more opportunities for writing longer pieces about the things you know and like, and for presenting more writing based on information you have researched.

You can help by trying very hard to make your writing as interesting as possible.

Yours sincerely

Mrs Judy Jones
Lead Inspector

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