

Hunton and Arrathorne Community Primary School

Hunton, Bedale, North Yorkshire, DL8 1QB

Inspection dates

17 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Significant improvements have been made in pupils' achievement and the quality of teaching since the last inspection as a result of determined leadership by the headteacher supported by leaders throughout the school.
- Pupils' achievement is now good. From their often below-average starting points, pupils in Year 6 reach standards that are above average in reading and mathematics and average in writing.
- Teaching is typically good and some is outstanding. Teachers plan interesting lessons which fill the pupils with enthusiasm and make them want to learn.
- Pupils' spiritual, moral, social and cultural development is strong and is promoted well through a wide range of activities.
- Behaviour is good. Pupils feel very safe and understand how to keep themselves safe. They are very polite and courteous and enjoy the caring environment created by the school.
- The governors are very supportive and effective in holding the school to account. They share the same determination as the school to continue to improve it further.

It is not yet an outstanding school because

- The teaching of writing is not as strong as it is in other subjects because pupils do not have enough interesting experiences to make use of when they are writing and are not given enough interesting first-hand experiences to write about and are not always sure about what successful writing looks like.
- Pupils are not always given the time to make the improvements to their work suggested by teachers when they mark pupils' work.
- Pupils rely on teachers to assess their learning and are not involved in judging the success of their own or others' work.

Information about this inspection

- Inspectors observed six lessons, one of which was a joint observation with the headteacher. They listened to pupils read in Years 4 and 6.
- Inspectors took account of 11 responses to the on-line questionnaire (Parent View) and to nine responses to the questionnaire completed by the staff.
- They held a meeting with pupils in Years 4 to 6 and talked informally with pupils at break and lunchtime. Inspectors talked to four members of the governing body and a representative of the local authority. They also held meetings with different leaders within the school including the leader of the Early Years Foundation Stage and the special educational needs coordinator.
- Inspectors observed the school at work and looked at a range of documentation including internal and external information relating to pupils' progress, their workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to the management of teachers' performance, minutes of governing body meetings and safeguarding and child protection documents.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Steven Goldsmith

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils supported through school action is much lower than average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported by the pupil premium is lower than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.
- The number of pupils in each year group is much lower than average and pupils are taught in three mixed-aged classes.
- There have been some staffing changes recently including the appointment of a new Early Years Foundation Stage leader.
- In recent years there have been a significant number of pupils who have joined or left the school other than at the usual time.
- The school meets the governments' current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise attainment in writing further by:
 - providing pupils with a wider range of interesting experiences that they can use in their writing
 - making sure that all pupils know what successful writing looks like.
- Increase the proportion of outstanding teaching in order to accelerate pupils' progress even further by:
 - consistently providing pupils with opportunities to make the improvements to their work suggested by their teachers
 - reduce pupils' over-reliance on teachers and increase pupils' ability to assess and correct the quality of their own and others work in order to speed up their progress.

Inspection judgements

The achievement of pupils is good

- The very small number of pupils in each year group means that each pupil has a disproportionate effect on overall results in national tests. This is certainly true in recent years when progress and standards appear to have dipped. The movement of pupils into and out of the school and the variable starting points mask the real picture of pupils' good achievement from their different starting points.
- Children achieve well in the Early Years Foundation Stage. They make a good start in linking letters to the sounds they make and are becoming good readers. By the end of the Early Years Foundation Stage many write sentences using correct grammar and punctuation with growing confidence. They are well prepared for learning in Year 1.
- In Key Stage 1 pupils continue to make good progress and attainment is rising. The schools' data and pupils' work shows that attainment in reading, writing and mathematics is now typically above that usually expected for their age showing good progress from their starting points.
- By the end of Year 6 attainment in reading and mathematics is above average and in writing it is average but improving. This represents good progress from pupils' previously lower starting points. Although progress in writing is good, it is not as good as in reading and mathematics. Pupils do not have enough interesting experiences to write about and are not always clear about what good writing looks like.
- Pupils' learning in lessons is good. They have positive attitudes to learning and they quickly gain the knowledge and skills they need to help them improve further. They work well together in groups and pairs and make good use of opportunities to discuss their ideas with 'talk partners' which helps them to consolidate their understanding.
- Pupils enjoy reading throughout the school. Pupils use their phonic knowledge well (sounds and the letters they represent) to tackle unfamiliar words and, as a result, pupils across the school are reading above the expected levels for their age.
- In mathematics lessons, pupils make good progress particularly when they are given opportunities which involve practical and problem solving activities. In a Year 3 and 4 class pupils thoroughly enjoyed using scales and cubes to explore the idea of balancing equations.
- Disabled pupils and those with special educational needs generally make similar progress to their peers. These pupils receive well-targeted support within and out of the classroom, from teachers and teaching assistants who understand their particular needs very well.
- Boys and girls make similar progress and attain equally well. The most able pupils also make good progress, because they are suitably challenged by the work set for them.
- Pupils known supported by the pupil premium funding, including those known to be eligible for free school meals make similar to and often better progress than their peers and there are no gaps in attainment between the two groups. The funding has been used effectively to increase the amount of support for pupils, the purchase of resources and specific programmes to promote pupils' skills particularly in writing and mathematics, and to enable them to take part in the full range of activities provided.
- Those pupils who join the school at times other than the normal starting point sometimes initially make slower progress because they have lower starting points than their peers and so do not have the skills they need in order to learn as rapidly. However, good teaching enables them to catch up quickly.

The quality of teaching is good

- Teaching has improved since the last inspection and is now good. There is some outstanding teaching. The improved quality of teaching has had a positive impact on pupils' learning and achievement particularly in the Early Years Foundation Stage and Key Stage 1 and has enabled

pupils to make good progress.

- In the Early Years Foundation Stage, children have interesting indoor and outdoor activities which cover all the areas of learning. Close attention is paid to developing children's speaking and listening skills which prepares them well for future learning. Reception children spoke enthusiastically about making models of a snowman.
- Teachers have very high expectations of their pupils and want them to do their best. Pupils, including the most able, respond to these expectations and typically try hard to rise to the challenges set for them. In the Key Stage 1 class pupils were very proud when they were able to show their joined-up writing.
- In the mixed-age Key Stage 2 class, the teacher planned a challenging research topic which allowed pupils to show sustained concentration as they worked on a wide variety of tasks related to the life of the Tudors and used information and communications technology (ICT) to good effect.
- Teachers use their knowledge of how well pupils have learned in reading and writing to help them to plan activities that meet the needs of the wide range of pupils in their mixed-age classes. However, pupils have few opportunities to write about interesting experiences and are not consistently provided with models of good writing to emulate. This means that pupils do not always know what successful writing looks like.
- Teaching assistants are deployed very effectively and carefully guide pupils' learning. They have a very clear picture of the needs of different pupils, especially disabled pupils and those with special educational needs.
- Pupils are encouraged to cooperate and work together and learn from, as well as with, each other. The mixed ages in each class allow opportunities for pupils to learn in different groups to everyone's benefit. Pupils have positive attitudes to learning and behave very well in lessons.
- Teachers mark pupils' workbooks very diligently and make suggestions about how to improve. However, time is not always given for pupils to respond to their teachers' suggestions. Where writing might benefit from the addition of time connectives, for example, pupils do not have a chance to make such improvements.
- Pupils rely on their teachers to tell them when they have been successful. They are not consistently involved in assessing their own work or the work of others and so do not correct their work while they are doing it which means they do not make the outstanding progress they could.

The behaviour and safety of pupils are good

- Behaviour is good and sometimes impeccable both in and out of lessons. The records kept by the school confirm that behaviour is typically of a high order.
- In the playground, pupils play with each other well and older pupils show care and consideration for younger pupils.
- The school has an effective system for encouraging pupils to behave well. All teachers follow this system consistently and pupils say that they know how to behave both in and out of lessons and that they expect others to behave equally well.
- Pupils say that they feel safe in school and parents agree that their children feel safe in school. Pupils have a good understanding of how to keep themselves safe including when using the internet.
- Pupils say that there is no bullying and have a good understanding of the different types of bullying, including homophobic bullying. They are certain that if any bullying occurred it would be swiftly challenged by the staff.
- Attendance is above average and any pupil in danger of missing school is effectively supported by the school and encouraged to attend school regularly and on time.
- Pupils appreciate the range of activities and clubs available to them especially the music and sports activities. The Eco-team are looking forward to developing part of the school grounds.

Pupils typically describe the school as 'Amazing', 'Brilliant' and 'Exciting'.

The leadership and management are good

- The school is very well led by a determined and effective headteacher who has seen the school through a period of change. She is ably supported by all the staff and by an ambitious and effective governing body.
- There have been significant improvements in both the achievement of pupils and the quality of teaching as a result of the concerted action of all staff. However, leaders are yet to ensure that pupils' achievement in writing is as good as it is in reading and mathematics.
- The school has an accurate picture of its strengths and areas for development and produces clear plans with actions to tackle these. Staff and governors play an important part in creating these plans and checking on the progress being made.
- The headteacher and leaders of subjects carry out regular checks on the standards of teaching and learning which provides an accurate view of its quality. Where improvements are needed teachers are able to improve their skills through effective professional development. The links between performance management systems and professional development opportunities are effective and arrangements for pay and the promotion of staff are now closely linked to staff's performance and pupils' progress.
- There are thorough systems in place to check on pupils' progress throughout the school. Where there are any gaps in knowledge, skills or understanding, the school quickly takes action to boost pupils' learning by providing extra support in small groups or individually, in class or out of class.
- The school knows and cares for its pupils as individuals and successfully removes any barriers to learning. As a result, all pupils have an equal opportunity to do well and there are no gaps in performance between different groups.
- The curriculum has been developed to promote pupils' involvement in their learning and to ensure that their writing and mathematical skills are developed across other subjects. Pupils speak very highly of the visits and extra-curricular activities that are offered.
- The development of pupils' spiritual, moral, social and cultural understanding is very important to the school and, as a result, pupils' personal development is of a good quality.
- The new primary school sports funding is motivating pupils to be active and to be involved in new events such as forest schools. In addition, the funding is being used to improve the teaching of physical education (PE) through further staff training.
- Safeguarding and child protection procedures are effective and meet current requirements.
- The local authority has provided valued support to the school through a period of change.
- **The governance of the school:**
 - The governing body is very effective and are determined to help the school to improve even further. They have a good knowledge of the school and keep themselves well-informed about all aspects of school life, in particular about the quality of teaching and the achievement of pupils. They monitor the school's performance closely and ask challenging questions to promote further development. Governors bring a range of skills which they use to good effect in carrying out their roles. Where there are gaps they make sure that they receive appropriate training. They are very ambitious for the further development of the school and the achievement and welfare of the pupils. Governors are familiar with the Teachers' Standards and use them to help manage teachers' performance and award pay increases for good teaching. They oversee the spending of pupil premium funding and are aware of the positive impact this is having on pupils' achievement. They are also involved in planning the spending of the primary school sports funding and how its impact on the physical well-being of pupils will be measured.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121302
Local authority	North Yorkshire
Inspection number	425827

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair	David Lawrenson
Headteacher	Joanne Grainger
Date of previous school inspection	19 January 2012
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