

# Skelton Newby Hall Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	121589
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	314050
<b>Inspection date</b>	10 April 2008
<b>Reporting inspector</b>	Lesley Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	37
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Whiteside
<b>Headteacher</b>	Mr P Pozman
<b>Date of previous school inspection</b>	11 April 2005
<b>School address</b>	Skelton-on-Ure Ripon North Yorkshire HG4 5AJ
<b>Telephone number</b>	01423 322548
<b>Fax number</b>	0

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## Introduction

The school was inspected by one Additional Inspector.

## Description of the school

Almost all the pupils at this very small rural school are from a White British heritage. It is a popular school and is almost at full capacity. The proportion of pupils with learning difficulties and/or disabilities is broadly average and, currently, none has a statement of special educational need. The proportion of pupils entitled to free school meals is average, reflecting the very wide range of pupils' socio-economic backgrounds. The school accommodation is essentially one large room with a mezzanine floor where pupils in Key Stage 2 are taught, plus a sizable office which doubles up as a library and additional teaching space. The school has extensive grounds and is part of the Newby Hall estate. In 2007 it was awarded the Healthy Schools award and the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school, which is thriving because it is well led and managed. The headteacher's passionate belief in the value of learning and playing outdoors is reflected in pupils' outstanding awareness of the importance of staying fit and healthy. Playtimes promote this awareness and are lively, energetic occasions where often the whole school joins together to play one large game such as skipping or 'dodge ball'. Year 6 pupils keep an eye on younger ones and the result is exuberant play and happy, healthy youngsters who return to lessons with renewed vigour. Pupils agree, 'It's a really good school. It feels like home. We know where everything is and what's going to happen.' Consequently, they behave well, feel safe and know who to turn to should they need help. Their personal development is good and they are given good guidance and support which helps them to work and play cooperatively and respect the needs of others.

Pupils achieve well and standards are generally above average by the end of Years 2 and 6. With very small year groups, national test results vary considerably from year-to-year, depending on the mix of pupils and their individual starting points. For example, in 2006, results at the end of Year 6 were above average, they dipped to below average in 2007 and are set to be above average in 2008. Standards are generally a little higher in English than in mathematics, with exceptionally good results in reading. The school has identified some weaknesses in pupils' knowledge of times tables, basic number facts and in using these skills to solve mathematical problems. While it is successfully addressing these identified areas for improvement, a detailed analysis of pupils' attendance has also revealed a link between absence and a slowing of progress for a minority of pupils. This is especially so in mathematics, because pupils miss learning in some key basic skills. Pupils with learning difficulties and/or disabilities make good progress because the work they are set is well matched to their needs.

Pupils are well taught. They make particularly good progress in Key Stage 1 where much of the teaching is outstanding. The curriculum in Years 1 and 2 is flexible and practical with a strong focus on pupils learning through finding out for themselves. These factors enable all ability groups to learn particularly well. Good teaching in Key Stage 2 and a good curriculum ensure pupils continue to make good progress. However, the more formal curriculum in Years 3 to 6, combined with an occasional imbalance between the time spent by teachers talking and pupils working on their own can slow pupils' learning at times. It is noticeable that on those occasions when teachers make connections between subjects the quality of pupils' writing improves and they approach solving problems in mathematics more purposefully. However, these opportunities to use and practise their skills and work independently in other subjects are not always built into the curriculum. Opportunities are also missed to involve pupils in setting their own targets and checking their progress towards them. As a result the pupils are reliant on teachers telling them what to do to improve their work. This means they tend to repeat mistakes and are not always clear about their next steps in learning.

Governors are fully involved in helping the school to meet its aims and the last two years have seen significant improvements as a result of the dynamic partnership between the headteacher, staff and governing body. The pupils in this school have an outstanding understanding of what it means to be both physically and mentally healthy as a result of the school's success in meeting its aims for children, 'to grow spiritually, and to develop a love of the outdoors and a respect for the whole of the natural world'. With their good literacy and numeracy skills and strong sense of community pupils are well prepared for their future lives. Parents agree, commenting

they are, 'extremely happy with the school'. The school has a good capacity to maintain its strengths and improve even further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

From a broadly average starting point, children make good progress in their Reception year in all areas of learning. By the start of Year 1 most are working securely within the levels expected of their age. Good leadership and management ensure that those who need to extend their Foundation Stage learning into Year 1 are able to do so and this contributes to their good progress. Teaching quality is good overall, with some that is outstanding. Children have a great deal of freedom to learn through asking questions and finding out for themselves. On the occasions when they mix freely with pupils in Years 1 and 2, they work collaboratively helping each other, for example, to measure heights and weights of different people. They are busy, active little people, frequently engrossed in imaginative games. They organise themselves well and are quick to invite others to join in their play. Children have regular opportunities to learn outside. Accurate assessments of children's progress are used well to help them to make progress. As a result, they develop into friendly and communicative people who are keen to learn.

## **What the school should do to improve further**

- Improve the attendance of a minority of pupils to improve their achievement, especially in mathematics.
- Make more connections between subjects in Key Stage 2 so as to give pupils more opportunities to use and apply what they know and to work on their own.
- Involve pupils in setting targets and checking their own learning so they know what to do to improve their work.

## **Achievement and standards**

### **Grade: 2**

Standards by the end of Years 2 and 6 are above average. They do however fluctuate from year-to-year because year groups are very small and the performance of an individual can have a disproportionate impact on overall test results. The trend in the school's results is generally upwards at both key stages with peaks and troughs according to the starting points of the pupils. Most pupils achieve well throughout their time in school and some make exceptional progress especially in Key Stage 1 and in reading at Key Stage 2. This overall good achievement is counterbalanced by a minority of pupils whose attendance dips below national averages. School data show that for these few pupils their achievement slows, most noticeably in mathematics. The school sets challenging targets, which it usually meets. Almost all pupils meet nationally expected levels at the end of Years 2 and 6 and usually an above average proportion exceeds them. Those with learning difficulties and/or disabilities make good progress because they are well taught and have good support.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good, with especial strengths in their social and spiritual awareness because of the emphasis the school places on these aspects. The pupils mature into confident and energetic individuals with a keen sense of fun and with

responsible attitudes towards those younger than themselves. Pupils explained that, 'Everyone gets on: it's like a big family.' This is because Year 6 pupils have a great deal of responsibility, acting as prefects, each with a small group of younger ones to look after, as well as running the school council. Their ideas are taken seriously and they make a good contribution to the school community, organising discos and other events to raise money for different projects such as playtime equipment. Attendance is average overall. This is not an accurate reflection of most pupils' keen enjoyment of school. While the majority attend well, a minority have odd days off or take holidays in term time, which adversely affects their achievement at times.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils, including those with learning difficulties and/or disabilities learn well because teachers plan work that suits their needs. Teaching quality is good overall. It is most effective when pupils are actively involved in their learning, ask questions and discuss their ideas. In these lessons they become completely engrossed and learn almost imperceptibly. At other times, pupils take a more relaxed attitude, responding to a slackening in pace when teachers talk for just a bit too long. Marking is of good quality but opportunities are missed to involve pupils in this process. Consequently, pupils tend to repeat spelling mistakes or fail to show their workings out in mathematics. This is because they are not sufficiently involved in checking their work so that they know exactly what it is they need to do to improve further.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum makes good provision for the skills of literacy, numeracy and information and communication technology. Weekly French lessons are a strong feature as is the extensive provision for physical education, which includes orienteering as well as outdoor pursuits. Two residential visits with another school as well as opportunities to camp outdoors further benefit pupils' physical development and emotional well-being. The Key Stage 1 curriculum is lively, practical and inventive whereas the one in Key Stage 2 makes fewer connections between subjects to enliven and enrich pupils' learning. Pupils recognise this and point out that they find it easier to understand mathematics, 'when it is interactive'. However, on occasions, as when teachers took advantage recently of the snowy weather to stimulate writing and to further pupils' scientific understanding, then pupils' learning takes off.

### **Care, guidance and support**

#### **Grade: 2**

The school meets current government guidelines to ensure the health, safety and well-being of pupils. Good quality care for pupils as individuals shows in the efforts made by staff to ensure their varying needs are understood and provided for. Any learners at risk are identified early and effective arrangements put in place to keep them engaged with their learning. The provision for those pupils with learning difficulties and/or disabilities is good and good support in class helps them to learn effectively. Good systems are used to track pupils' progress and to ensure that those who need additional help are given it. As a result of these measures pupils learn well. Each year group has learning targets but because they are not individual targets, pupils do not use them sufficiently to help them improve their work.

## Leadership and management

### Grade: 2

The school's self-evaluation is very accurate. Despite having a heavy teaching commitment, the headteacher leads and manages the school well. He clearly directs improvement and promotes the well-being of learners through good quality care and education. The school's work is checked both formally and informally and the small team of teachers work closely and efficiently together. Links with other local schools successfully extends what the school can provide and ensures that pupils have a wide circle of friends of their own age. The governing body plays an active part in supporting the school's drive for higher standards. One result of this dynamic partnership is an innovative planning document, which takes the Every Child Matters agenda as its basis and includes aspirations for the future. Consequently, the pace of change has quickened, pupil numbers have increased and the school has a deservedly good reputation locally.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Skelton Newby Hall Church of England Primary School, Ripon, HG4 5AJ

I very much enjoyed spending a day in your school. Thank you for making me so welcome and for telling me all about your school. I was impressed by your work, especially some of your writing, and I enjoyed talking about books with some of Year 6, especially the new 'Red House Books' which you were reviewing. You go to a good school and the things you especially like such as playtimes and the residential visits mean you have outstandingly healthy lifestyles. Year 6 have lots of responsibilities which they take seriously and, as a result, you all work and play happily and safely together. You have good ideas as to how to make your school better and the school council does a good job in carrying out your ideas. You work hard and behave well. You are well taught and your headteacher makes good decisions about what your school should do next.

It is part of my job to indicate what schools should do to get better. This is what I have suggested and these are the reasons for it.

- Did you know that you generally do better in English than in mathematics? This is because some of you do not know your times tables and other number facts as well as you know how to write interesting sentences and paragraphs. It is important that all of you attend school regularly and do not have the odd day off or go away on holiday during term time, as then you miss out on some important learning. So I have asked the school to encourage the few of you who do not attend well to improve your attendance. This will help you to learn better, especially in mathematics.
- Several of you said that you enjoyed learning when different subjects were linked together and I have asked your school to make sure that the curriculum for older pupils is as interesting and as practical as the one in the Key Stage 1 class. This will give you all more opportunities to practise your skills in other subject areas and give you more time to learn on your own.
- It would also help you to learn better if you were involved in setting targets to check your own learning so you know what to do to improve your work.