

Terrington CE (VA) Primary School

North Back Lane, Terrington, York, North Yorkshire, YO60 6NS

Inspection dates 19 September 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- From generally average starting points, pupils make good progress throughout the school. Starting points do fluctuate from year-to-year because year groups are very small.
- At the end of Year 6, standards in reading, writing and mathematics are generally above average.
- Pupils with special educational needs and those known to be eligible for the pupil premium are supported well and so make good progress.
- The more able pupils are challenged effectively. A few attain standards in English and mathematics that are well above average.
- Teaching is good with some examples of outstanding practice, particularly in Key Stage 2.
- Pupils enjoy learning and are keen to do well. Behaviour is very good. Pupils form trusting relationships with staff and so feel safe and happy at school.
- Senior leaders, including the governing body, ensure that improvements focus strongly on raising pupils' attainment and progress.
- Parents' views are mostly very positive. They particularly value the school's friendly, family ethos that gives their children the confidence to thrive and flourish in their learning.
- The confederation with the partner primary school enhances the opportunities pupils have to work with others and enrich their learning.

It is not yet an outstanding school because

- While much of the teaching is good, not enough is outstanding to drive progress more rapidly and make achievement outstanding.
- Occasionally, work is not matched sufficiently accurately to fully challenge all pupils and expectations are not always high enough for pupils to produce their best work in their books.
- When monitoring the quality of teaching, senior leaders sometimes overlook weaknesses in teachers' planning and their marking.

Information about this inspection

- The inspectors observed eight lessons, two of which were observed jointly with the headteacher and the subject leader for mathematics. In addition, the inspectors made other visits to classes, looked at pupils' work and listened to a number of pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and four other governors, senior and middle managers and subject leaders, and a representative from the local authority.
- Inspectors took account of the 22 responses to the on-line questionnaire (Parent View). They took account of the views of a number of parents spoken to during the inspection and six responses from staff that completed Ofsted's staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially how the money from pupil premium is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also taken into consideration.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Full report

Information about this school

- This is a well below average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus is below average. The school has no pupils with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is low. (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 that are looked after.)
- There have been a high number of staff changes since the last inspection
- The school confederated with another small primary school in 2010. The two schools share the same headteacher but each school has its own governing body.

What does the school need to do to improve further?

- Tackle the teaching that is not consistently good and increase the amount of outstanding teaching so that the rate of pupils' progress and achievement increases, by ensuring that:
 - teachers plan work that accurately matches the needs of each pupil and challenges all pupils sufficiently, particularly the few that are lower attaining
 - teachers have higher expectations of the quality of work pupils produce when working by themselves
 - marking in all subjects provides pupils with the guidance they need to improve their work.
- Improve leadership and management by improving the quality of the school's monitoring of teachers' planning and marking.

Inspection judgements

The achievement of pupils

is good

- Children start in Reception with skills that are generally typical for their age. Because of small year groups, starting points vary from year-to-year. Good teaching in a stimulating environment and the opportunity to work with Key Stage 1 pupils help children to make good progress. By the time children enter Year 1, they attain at least average levels and a number have above average skills, particularly in their literacy.
- Pupils' progress is good through Years 1 to 6; it is sometimes more rapid at the end of the Key Stage 2 where teaching is particularly strong. Pupils enjoy learning and work hard. Occasionally, a few of the less-able pupils do not achieve all that they could because they are not challenged sufficiently, particularly when working by themselves.
- At the end of Year 2, standards in reading, writing and mathematics are at least average and a significant proportion of pupils is working at above average levels. By the time pupils leave the school at the end of Year 6, standards are generally above average in English and mathematics. The more-able pupils sometimes exceed these levels, because they are challenged well.
- Reading is taught well. Letters and the sounds they make are taught effectively in Reception and Key Stage 1, and reading skills, for example, comprehension and prediction skills, are developed well as pupils progress through Key Stage 2. Many pupils exceed the levels expected for their age and a few attain well above average levels.
- Standards, at the end of Year 6 in writing and mathematics, are above average. Recent improvements in teaching, that include an increased focus on pupils' applying writing, number and problem-solving skills in subjects other than English and mathematics, enable pupils to achieve more. Pupils particularly enjoy topics such as their work on South Africa, where they apply a range of skills, including independent research to extend their learning.
- Effective support, particularly on a one-to-one level, ensures that those pupils identified for support through school action achieve well against their starting points. Pupils who fall behind in their learning are identified quickly and make very good gains through personalised support and so achieve well. The more-able pupils have excellent opportunities to extend their learning through individualised support and so a few attain levels that are well above average.
- The few pupils supported through the pupil premium are making good progress in reading, writing and mathematics. There is no significant gap between the achievements of these pupils compared with non-free school meals pupils in this school. These pupils are working at or above the levels expected for their age.
- The school has no physical education facilities. It uses the primary school sport funding to extend the use of the village hall for physical education and to fund events with the partner school. Pupils enjoy sports, such as cross-country running, and have a very good understanding of how to keep fit and healthy.
- The school promotes equality of opportunity well. Other than in the occasional lesson, where a few lower-attaining pupils are not always challenged sufficiently, most pupils achieve well, and a few attain well above the levels expected by the time they leave at the end of Year 6.

The quality of teaching

is good

- Overall teaching is good; some is outstanding and occasional lessons require improvement.
- Where teaching is outstanding, teachers' expectations of pupils are very high and lessons are interesting and lively. For example, in a Key Stage 2 mathematics lesson, the teacher used excellent strategies to motivate pupils to apply and extend their times table skills. Excellent planning and highly effective deployment of support staff ensured that every pupil engaged fully, enjoyed learning and made rapid gains.
- Teachers engage pupils well through discussions that help them develop their thinking. They

ask probing questions to check that pupils understand their learning. For example, pupils in Key Stage 1 enjoyed re-telling the story of the Three Billy Goats in their own words, thus extending their independent writing skills effectively, and developed their ideas when the teacher asked questions about the story.

- Teachers generally use information about pupils' ability and progress effectively in their planning. Occasionally, where teaching requires improvement, the information is not used well to provide suitable levels of challenge for all pupils. In such lessons, pupils of all abilities sit through quite lengthy, generalised presentations that are too easy for some and too hard for others. Consequently, a few do not engage fully and so do not achieve as well as they could.
- The one-to-one and small-group support provided by teachers and teaching assistants is effective in helping pupils most at risk of falling behind to achieve well.
- While staff are very supportive and encourage pupils to work hard, teachers' marking does not always provide pupils with the guidance they need to improve their work. The high quality marking in English is not consistently replicated in other subjects, and consequently a few pupils do not always do their best work.

The behaviour and safety of pupils are good

- Pupils' behaviour is good and often exemplary. Pupils enjoy learning and try hard with their work in lessons. Occasionally, when teaching does not engage them fully, a few become restless and distracted.
- Parents and staff who contributed their views during the inspection were very positive about pupils' progress and behaviour. They are also very positive about pupils' eagerness to learn.
- Pupils are friendly, polite and kind; they willingly help each other in lessons and around school. They show high regard for all staff and these positive relationships give pupils the confidence to ask for help if they need it. Pupils report that the school is a safe and happy place to be in and they feel valued at school.
- From their lessons and from visits to the local countryside and further afield, pupils understand well how to stay fit and healthy and how to stay safe outside school. For example, they have a good understanding of the dangers that social network sites might pose, how to keep themselves safe and what to do if problems arise.
- The school tackles any form of discriminatory behaviour promptly. Pupils have a very good understanding of different types of bullying, including name-calling. They say that bullying never happens at school but if it did staff would sort any problems straight away.
- Opportunities to take responsibilities as prefects and helpers and engaging in church and community events and visits provide pupils with purposeful experiences that extend effectively, pupils' spiritual, moral, social and cultural development.
- Pupils enjoy many sporting activities and the opportunities to take part in local competitions.
- Through working with an extensive range of visitors and with pupils from the partner school, pupils show respect for the different communities and lifestyles in the world beyond school. The school is aware that opportunities to extend pupils' experiences of the diversity in the wider world, needs developing further.
- Pupils' attendance is average. Despite the school's best efforts, holidays in term time remain an issue.

The leadership and management are good

- The school provides pupils with a safe, happy environment where they enjoy learning and thrive. The school is ambitious for its pupils and raising achievement is high priority.
- The headteacher promotes strong teamwork across the partner schools. Despite extensive

staffing changes, teaching has improved and pupils' achievement is rising. Current pupil progress data show that pupils are making good progress and a few are working at well above the levels expected for their age.

- The school improvement plan focuses appropriately on raising standards in the basic skills of reading, writing and mathematics, and ensures that these are taught effectively. Teachers have good opportunities to improve their skills but teaching is not yet consistently of sufficiently high quality to raise achievement to outstanding.
- Senior leaders monitor teachers' performance regularly and effectively identify where improvements need to be made. However, they do not always check closely that teachers' planning challenges all pupils fully and that marking is of high quality in every subject.
- Robust procedures that are linked to salary progression are in place to improve teachers' performance. Staff have good opportunities for training and development raise pupils' achievement. Where teaching requires improvement leaders organise appropriate individual support. Teamwork with the partner school has been valuable in improving teaching and learning and in enriching the curriculum.
- Pupils' progress is reviewed frequently and leaders organise the support pupils need to achieve well, promptly. The progress of pupils most at risk of falling behind is reviewed at regular intervals and effective individual support ensures that these pupils make at least good progress.
- The curriculum links subjects together well through topics that incorporate the interests of pupils effectively so that learning is generally lively and engaging. For example, children in the Early Years Foundation Stage enjoyed incorporating 2D and 3D shapes in their painting and other activities and applied their mathematical vocabulary confidently.
- Many enrichment activities extend pupils' learning beyond school and promote their spiritual, moral, social and cultural development well. For example, pupils in Key Stage 2 talked knowledgeably about South Africa, the history of the Zulus and the move from white rule to democracy. Many eagerly extended their understanding by exploring the internet.
- The school involves parents well by encouraging them to support their children's learning through, for example, projects that pupils want to explore in their own time.
- The local authority provides the school with valuable staff training and good support in evaluating the school's performance and identifying areas for development.
- **The governance of the school:**
 - Governors are very committed to the school and its community. They ensure that finances are managed effectively and primary school sport funding is used to increase pupils' access to sport. They ensure that the pupil premium funding is used to support the few pupils for whom it is intended and they know its impact. The governing body has effective arrangements to ensure that pay awards are linked to teachers' performance and that the procedures to measure teachers' performance are thorough. Governors understand well the data regarding the school's performance and pupils' progress and understand that not enough of the teaching is outstanding to secure outstanding achievement. Governors and staff attend relevant training to meet current safeguarding requirements. They are improving their systems to record such information, but in the past records have lacked rigour.

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	121616
Local authority	North Yorkshire
Inspection number	425954

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	48
Appropriate authority	The governing body
Chair	Helen Ashdown
Headteacher	Sarah Moore
Date of previous school inspection	6 October 2008
Telephone number	01653 648340
Fax number	-
Email address	headteacher@terrington.n-yorks.sch.uk

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