

Knayton CE Primary School

Inspection report

Unique Reference Number	121506
Local authority	North Yorkshire
Inspection number	380256
Inspection dates	19–20 April 2012
Lead inspector	David Byrne

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Richard Morrice
Head teacher	Kellie Halliday
Date of previous school inspection	5 November 2008
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Introduction

Inspection team

David Byrne

Additional inspector

This inspection was carried out with two days' notice. The inspector observed three teachers teaching nine lessons, of which three were joint observations with the headteacher. Meetings were held with members of the governing body, school leaders, pupils and parents and carers. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, including analyses of the pupils' books, and looked at a number of documents. These included those relating to the progress of pupils, the school's development planning, safeguarding and child protection, the monitoring of the quality of teaching, external views of the school and the minutes of governing body meetings. The inspector also analysed 71 questionnaires completed by parents and carers and those returned by pupils and staff.

Information about the school

This school is smaller than the average-sized primary school. The numbers in each year group are low with an above average proportion of boys. The percentage of pupils known to be eligible for free school meals is low. Most pupils are of White British heritage and none speaks English as an additional language. The proportion of disabled pupils and those with special educational needs is below average. The school meets the current floor standards, which are the minimum standards set by the government. There is a private day nursery on site which is not managed by the school and is inspected separately by Ofsted.

School accreditations include: Investors in People, Healthy Schools and the Football Association charter mark.

Since the previous inspection in 2008 the number of classes has reduced from four to three and two long serving teachers have retired. The headteacher took up post in January 2009.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. The large majority of parents and carers rate it highly with one comment typifying the feeling of many: 'This school is a gem.' Since the previous inspection progress has improved, an inspiring curriculum has been introduced, teaching has improved and new strategies have been introduced for managing behaviour. The school is not judged to be outstanding because teaching needs to be consistently outstanding and there is room for improving achievement and tracking the achievement in subjects other than English and mathematics.
- Children get off to an excellent start in Reception. This underpins good and accelerating progress as pupils move up through the school. Attainment is above average and high in reading. This represents good achievement.
- Teaching is good and some is outstanding. Pupils learn at a good pace but not enough time is given to working with pupils to evaluate their own understanding during lessons. An imaginative approach to the curriculum gives good enjoyment of learning. Opportunities are limited for pupils to apply literacy, mathematics and information and communication technology (ICT) to different contexts and across the curriculum; this affects achievement.
- Behaviour, safety and attitudes to learning are good. Pupils are mostly courteous and cooperative. They are safe and secure. Good spiritual, moral, social and cultural development contributes to the way most pupils manage their own behaviour although at times some boys fall out. Attendance is above average.
- Excellent leadership by the headteacher has created a strong staff team. Everyone is open to new ideas and is willing to improve their professional skills. Together with a strong governing body, accurate self-evaluation, underpinned by the rigorous monitoring of teaching and of pupils' performance, leads to the setting of clear priorities for improvement. However, systems for checking

learning in subjects other than literacy and numeracy are not sufficiently developed.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - extending opportunities for pupils to apply their skill of literacy, numeracy and ICT across the curriculum.
 - making more effective use of time so that pupils increase their understanding of how well they have learnt in lessons.

- Raise achievement further by:
 - refining systems for evaluating pupils' achievement in subjects other than English and mathematics so that strengths and weaknesses are understood and targets for improvement identified.

Main Report

Achievement of pupils

Pupils are attentive in lessons. They work hard and are keen to learn. They empathise and cooperate with others. Pupils in Years 4, 5 and 6 willingly explored their roles as journalists and residents exploring the feelings of householders at risk of losing their home due to coastal erosion. This was linked to a geography based theme and enabled pupils to write news reports about the issue. The pupils' willingness to work hard stems from teachers' strong promotion of spiritual, moral, social and cultural development. This gives pupils a sense of responsibility and instils independence.

Children enter the Early Years Foundation Stage with skills that are slightly above those typical for their age. All children make excellent progress. Their social skills improve strongly as a result of the strong focus placed on developing and supporting collaborative work and building emotional resilience. By the end of Reception most children work securely at levels above average.

From Year 1 to Year 6 pupils make good progress. The overwhelming majority of parents and carers share that view. The view of one typifies that of the large majority: 'Pupils are constantly being challenged to expand their knowledge and encouraged to be confident individuals.' Almost all of the pupils themselves say that they learn a lot in lessons and are particularly enthusiastic about practical activities, for example, in building model castles. Attainment at the end of Year 2 is consistently above average. By the end of Year 6 attainment is above average in English and mathematics although it could be higher in some other subjects. Pupils who are disabled and those with special educational needs achieve well and attain higher standards than similar pupils nationally. Any gaps between the progress of girls and boys are successfully evaluated and tackled successfully. No groups are underachieving.

Systematic approaches to learning letters and their sounds have a positive impact on reading skills in Key Stage 1 and Years 3 and 4. Pupils show good confidence when reading, writing and spelling. Year 2 pupils are attaining above the level expected for their age. By the end of Year 6 reading skills are above average. Most pupils read accurately, with good understanding and expression. Many have a love of books and read novels and non-fiction books that are advanced for their age.

Quality of teaching

Lessons are usually filled with activity so that the pace of learning is good. Teachers use the curriculum to encourage pupils to be resourceful and creative. They develop spiritual, moral and social skills well. Pupils are encouraged to talk about their learning and this adds to their self-confidence. These strengths in teaching were observed in a well paced mixed-age class English lesson during which pupils achieved well in analysing and interpreting text through discussion and role play. Improvements in the use of ICT are boosting teaching but it is still not exploited as much as it could be. Teachers monitor pupils' progress in lessons well and are quick to intervene to put right any misconceptions. Resources are used effectively and through good relationships create a positive climate for learning in their classrooms. In the Early Years Foundation Stage in particular, children benefit from an exciting, stimulating environment in which children explore, discover and learn rapidly. Teaching assistants contribute well to pupils' learning. They are well trained for the roles they undertake and, along with the teachers, are good models for pupils with regard to their relationships with others.

Assessment effectively adds to the teachers' good knowledge of each individual. This is used to cater well for the different ages and abilities in the mixed-age classes. Teachers generally plan to build on what has already been learnt. Teachers give good guidance to pupils about their learning by using helpful techniques in marking. Pupils talked with pride about when their work is marked as 'tickled pink' or 'growing green'. Not enough time is given, however, for pupils to fully evaluate how well they have learnt in their lesson. The needs of pupils who are disabled and those with special educational needs are identified early and their learning steps are clearly mapped out. Contact with outside agencies, and parents and carers, is well planned and productive in ensuring that all pupils with special educational needs have their needs met.

Behaviour and safety of pupils

Parents, carers and pupils say that the school is caring and very supportive of their children. One stated that the school's, 'caring, nurturing and encouraging environment is fantastic'. While the large majority report that behaviour and safety are good, some say that it could be better. Inspection findings agree with the positive statements. Safety is good and bullying of any kind is very rare. The large majority of pupils are polite and courteous. They show respect and dignity during lessons and assemblies and display good manners in the dining room. At times, however, some older boys do not always respect others. To tackle this, the school has raised the expectations for pupils to manage their own behaviour. Pupils glow with pride when they are 'Star of the week' or their class receives the 'Tidy Teddy'. Pupils' attendance is consistently above average and they are very punctual.

Pupils strongly oppose any kind of bullying or racist behaviour. Older pupils take on caring responsibilities for younger ones and everyone steps in spontaneously if anyone needs help. Pupils say that they feel safe in school and are confident that adult help is always there when needed. The Junior Road Safety Officers champion the importance of safety on the road. The school council has been at the forefront of substantial improvement to the school environment and pupils need little encouragement to come up with ideas for learning. Many have a commitment to protecting the environment as part of the Eco committee and enjoy events such as gardening club. Close links with a school in a farming community in Sri Lanka builds empathy amongst pupils for others in contrasting circumstances.

Leadership and management

The headteacher's strong, determined and decisive leadership underpins the school's drive for improvement. She has gained the respect of the large majority of parents and carers, who value the improvements that are taking place. Robust and constant monitoring and evaluation of performance are outstanding features of the high calibre of leadership. This is bringing about good improvements to achievement and the quality of teaching. Staff comment very positively about the quality of team work and supportive ethos within the school. This is exemplified by their access to a range of well targeted training opportunities. As a result the school is moving forward rapidly, has many strengths and good capacity for sustained improvement. Systems for monitoring academic progress in English and mathematics are precise and easy to use. However, in other subjects, they are less secure and not fully effective in supporting teachers' planning or in identifying areas for improvement.

The governing body skilfully manages the budget to get best value. It keeps a close eye on the quality of education. Equality of opportunity is successfully provided for all and discrimination of any kind is not tolerated. The governing body fulfils its responsibilities very efficiently regarding the maintenance of safeguarding which meets requirements. Good policies and procedures are frequently checked and updated to ensure their effectiveness.

The curriculum engages pupils because they have a say in what they learn. They report that the opportunity to negotiate their topic work has made school fun. The curriculum promotes good levels of spiritual, moral, social and cultural development, with good initiatives, in particular, to develop pupils' both emotionally and socially. The curriculum is enriched by good links with local schools and an increasing use of educational visits including residential experiences.

Productive partnerships are fostered with parents and carers. From Reception onwards they are encouraged to participate in their children's education. Many positive comments were offered about the quality of communication. Inspection findings show that this is comprehensive. It includes access to the school website, frequent text messages, termly reports about children's progress and daily contact with the headteacher and/or staff at the school gate.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 April 2012

Dear Pupils

Inspection of Knayton CE Primary School, Thirsk, YO7 4AN

Thank you so much for welcoming me when I came to inspect your school recently. It was a great pleasure to talk to you about your work and join you in lessons. Your behaviour is good although a few older boys do not always treat others with respect. I was very impressed by the way you take care of one another and how you help to make everyone feel safe and valued. Well done for keeping your attendance high and coming to school on time.

You attend a good school. You reach above average standards and overall your achievement in English and mathematics is good. You make good progress from starting school to the end of Year 6. You are taught well and some of your lessons are outstanding.

Your headteacher manages the school very well. It is improving rapidly. Your progress is accelerating and your behaviour is improving. The curriculum is now much more exciting and this is making school much more enjoyable. Your views are valued and carefully listened to so please continue to make a difference to what goes on.

Part of my job is to recommend how your school can be even better. I have asked your teachers to do two things: first, to make more teaching outstanding; and second, to raise your achievement in subjects other than English and mathematics.

I wish you all the very best for your future.

Yours sincerely

David Byrne
Lead inspector

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