

Settrington All Saints' Church of England Voluntary Controlled Primary School

Settrington, Malton, North Yorkshire, YO17 8NB

Inspection dates 30 April 2014–1 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- Pupils achieve well in reading, writing and mathematics from their individual starting points to reach above average standards by the end of Year 6.
- Pupils write well. Their good handwriting and neat presentation aid their good achievement in writing and mathematics.
- Teaching is consistently good and some is outstanding. The most-able pupils find the work challenging.
- The good curriculum promotes pupils' enjoyment of learning. The large majority of pupils attend extra-curricular clubs.
- Behaviour is good both in lessons and around school. Pupils play well together and work hard.
- School leaders and governors make sure that pupils are safe and secure. Parents agree that their children feel safe and happy at school.
- Governors play a key role in helping the school to improve further. They work closely with the staff, check pupils' progress regularly and make sure that the headteacher has the time and support to check teaching frequently.
- Good leadership of teaching has secured good teaching across the school. Pupils' achievement continues to improve as a result.
- The headteacher has created a happy, friendly school that pupils and staff enjoy coming to. Pupils comment, 'The teachers are really nice. We feel 100% safe. It's the best school.'

It is not yet an outstanding school because

- Achievement in reading in Key Stage 2 is not yet outstanding. Pupils find it hard to infer and deduce information.
- Pupils are not always given enough time to respond to developmental points in marking to improve their writing.
- Pupils do not have access to a wide range of up-to-date reading materials. The range of fiction does not fully support the most-able pupils' love of reading.
- Pupils' understanding of e-safety, including Internet safety, is not as secure as it should be.

Information about this inspection

- The inspector observed eight lessons or parts of lessons taught by three teachers.
- The inspector held meetings with the headteacher and staff, two governors including the Chair of the Governing Body and had a telephone conversation with a representative from the local authority. She had a meeting with a group of pupils from Years 4, 5 and 6 to discuss their work and their views on school.
- The inspection took into account the 10 responses to the on-line questionnaire (Parent View).

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school. Pupils are taught in three mixed-age classes.
- Most pupils are White British. None are at an early stage of learning English.
- The proportion of pupils supported through school action is low.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils supported through the pupil premium is below average. There are too few pupils for their progress to be measured against national statistics. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The Early Years Foundation Stage consists of Reception-aged children.
- There have been several staffing changes since the last inspection.
- The headteacher's teaching commitment has reduced since the last inspection from three days to two.
- The large majority of governors are new since the last inspection.
- In 2013, there were too few pupils to be measured against floor standards. These are the government's current minimum expectations for pupils' attainment and progress at the end of Year 6.

What does the school need to do to improve further?

- Raise achievement in reading in Key Stage 2 from good to outstanding by making sure that:
 - pupils know how to infer and deduce information so that they read with greater understanding
 - pupils access a wide range of different types of up-to-date reading materials
 - the range of fiction fully supports the most-able pupils' love of reading.
- Make sure pupils are given enough time to respond to developmental points in marking so that pupils learn from their mistakes in their written work.
- Strengthen pupils' understanding of e-safety, including Internet safety.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well from individual starting points that vary considerably from year to year, from below expected levels to broadly in line with the level typically expected of their age. Very few start at above age-related expectations.
- Children make good progress in the Early Years Foundation Stage. They achieve well, developing their skills in different aspects of their learning both inside and outdoors. For example, children chalked out a roadway, transported pebbles to set up a roadblock, constructed a sign indicating a diversion, including written directions, and then created a major deviation!
- This good progress continues in Key Stage 1. Pupils make good progress in learning of how letters and sounds link together to form words (phonics). Their attainment in the Year 1 phonics screening check is above average.
- Achievement is good in reading, writing and mathematics in Key Stage 1. By the end of Year 2, the most-able pupils read and write fluently, including using commas in lists, for instance. They calculate quickly and accurately.
- It is a similar picture in Key Stage 2. The most-able pupils make great strides in their learning because the work is challenging. Currently, half the pupils in most year groups are working above the level expected of their age in reading, writing and mathematics.
- Pupils' writing across the school is a major strength. From early on, pupils learn to write in sentences and to incorporate interesting vocabulary to enliven their writing. By Year 6, pupils' writing is accomplished. They use qualifying clauses and effective verbs such as 'scrambled' or 'synchronized'. They show a good grasp of how to use paragraphs and different types of punctuation.
- Sometimes pupils repeat spelling mistakes or confuse tenses. This is because they rarely act on their teachers' suggestions as to how to improve their writing.
- In mathematics, pupils consistently and effectively respond to their teacher's marking. As a result, more pupils each year are working within higher than expected levels for their age. Currently, a few pupils in Years 5 and 6 are working within the higher Level 6, and attend lessons at the local secondary school.
- Pupils read fluently and expressively. A strength is their confident, articulate reading aloud to others. A relative weakness is their tentative inference and deduction skills. They find it hard to explain subtle meanings.
- The most-able pupils read a great deal for pleasure, but mostly at home. They agree, 'We write more than we read at school.' The school's range of reading materials, for older pupils, especially the most-able, is fairly limited and does not reflect pupils' tastes and interests. This is a contributory factor to their underdeveloped reading comprehension skills.
- Pupils who are supported through school action or school action plus achieve well. The work is closely matched to their individual needs.
- Pupils supported through the pupil premium funding make good progress and do as well as others in school who are not known to be eligible for free school meals. The school clearly promotes equality of opportunity and tackles discrimination effectively.

The quality of teaching

is good

- Teaching is good and there are instances of outstanding practice.
- Teaching assistants are used well in every class to help different groups of pupils.
- In the Early Years Foundation Stage, children learn new skills and use them in a wide variety of thought-provoking tasks and activities both indoors and outside.
- There are good systems to cater for the very wide ability and age range in each class to ensure

that everyone achieves well. Staff make sure that they spend extra time with those who need a bit more help.

- Typically, the most-able pupils start on their tasks as soon as they are ready to do so. Pupils say the teaching helps them to learn best because, 'We can choose to move on to the next challenge if we find the work easy. We'd rather have hard work and not get much of it done than easy work which we finish quickly because otherwise you don't learn anything.'
- There is a strong focus on solving mathematical problems. Pupils are taught to tackle these methodically and to look for patterns which they can use and apply elsewhere. Pupils are expected to work out the method that suits them best as when they calculate decimals, for example.
- Staff ask searching questions that get pupils thinking and to see how much they have understood. The information is then used to shape pupils' learning so that pupils build on what they know and can do. This means that pupils move on quickly.
- The methods to teach pupils how to infer and deduce information when they read are less effective.
- Marking scrupulously points out what pupils need to do next to improve their work. This works well in mathematics because as pupils explained, 'We work out different questions to see if we can do it again.' However, pupils rarely edit their writing in the light of teachers' comments.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils arrive early, keen to meet up with their friends and to see their teachers.
- Attendance is currently broadly average. Most pupils' attendance is above average. However, unavoidable absences, including those for medical reasons, sometimes affect the overall attendance figures.
- Pupils listen attentively in lessons and get on with their work quietly and without undue fuss. They ask questions when they do not understand and willingly try their best. They say, 'We're never bored. The work makes us think a lot.'
- The primary school sport funding has enabled the school to offer a much wider range of sports activities. As a result, attendance at school sports clubs has doubled and pupils have a new-found enthusiasm for sports such as hockey, golf and dance, which they pursue outside school too.
- Pupils play constructively during break times and lunchtimes. Older pupils look after younger ones. Pupils play together, often in large groups, as when boys and girls concentrated intently on making intricate wrist bands through linking colourful elastic bands. Such activities give the school a family-like atmosphere.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel very safe and their parents agree. They are sure that there is no real bullying, just the occasional falling-out. The school's behavioural records confirm their positive views.
- Pupils have a good understanding of most forms of bullying, but they are less sure about e-safety, including Internet safety.
- The school council represents pupils' views well and takes the lead on fund-raising, for instance.
- Pupils are proud of going to a church school with quiet times for prayer and reflection during the day. They respect and are kind to each other.

The leadership and management are good

- The following factors have enabled the school to move very quickly to good. Governors gave the headteacher more time to lead and manage the school. They established together a stringent

monitoring programme to check teaching quality and the headteacher, with middle leaders, checks aspects of the school's work weekly.

- The local authority gave invaluable support initially, which enabled the headteacher to focus on improving achievement. Support is now 'light touch' because pupils' achievement has risen sharply and standards are higher.
- Leadership and management are not yet outstanding, because it is only in recent months that the impact of these measures is being realised.
- The strong focus on leading teaching through observing lessons, coaching and mentoring staff, checking pupils' work in books and sharing effective practice has resulted in consistently good teaching and a shared commitment to raising achievement.
- The systems to check teachers' performance and effectiveness are used well to set performance targets and to give continuing professional development where it is needed.
- Any underperformance by pupils is quickly picked up through weekly meetings in addition to the half-termly meetings when individual progress is discussed in depth. As a result, an increasing proportion of pupils exceed the level expected for their age and the most-able pupils' achievement has rocketed.
- The primary school sport funding is used very well to enhance extra-curricular clubs, to introduce pupils to a diverse range of sports and to coach staff in teaching different sports, such as tennis. The governors check the provision to ensure that it is having a beneficial impact on pupils' well-being.
- Safeguarding fully meets current government requirements.
- The curriculum reflects the school's Christian values and celebrates diverse cultures to provide rich learning experiences.
- **The governance of the school:**
 - Governors carry out their responsibilities thoroughly. They have a very good understanding of data which they use to check pupils' progress regularly, including those pupils supported by the pupil premium funding. They hold the school fully to account, set rigorous targets and check for themselves how well things are going. In particular, governors in the 'rapid improvement committee' work in close partnership with the headteacher. Decisive actions after the last inspection and a relentless focus on getting the school to good are instrumental in the school's rapid and sustainable improvements. The governing body has tackled staffing issues comprehensively in order to make sure that the school has an effective leadership and teaching team. They are closely involved in the management of staff, teachers' salary progression and they set rigorous targets.

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	121538
Local authority	North Yorkshire
Inspection number	442275

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	52
Appropriate authority	The governing body
Chair	Pat Emerson
Headteacher	Catherine Hanch
Date of previous school inspection	31 January 2013
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