

# Camblesforth Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121441
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380240
<b>Inspection dates</b>	7–8 March 2012
<b>Lead inspector</b>	Susan Walsh

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	91
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Fenton
<b>Headteacher</b>	Martin Wynne
<b>Date of previous school inspection</b>	23 September 2008
<b>School address</b>	Mill Lane Camblesforth Selby YO8 8HW
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## Introduction

Inspection team

Susan Walsh

Additional inspector

This inspection was carried out with two days' notice. The Inspector visited 10 lessons led by four teachers. Meetings were held with staff as well as with members of the governing body and pupils. The inspector observed the school's work and looked at development plans, records of pupils' progress and arrangements for safeguarding as well as other documents. The inspector scrutinised 34 inspection questionnaires returned by parents and carers as well as those from pupils and staff. Responses from the online (Parent View) were taken into account in planning the inspection.

## Information about the school

This school is much smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is low. Most pupils are of White British heritage and few are from minority ethnic groups. The proportion of pupils with disabilities or with special educational needs is below average though it can vary widely between year groups. The school caters for a small number of pupils with complex needs. The headteacher was appointed in 2009 and had a teaching commitment of 4 days a week until November 2010. The majority of staff are part time and there has been a significant amount of staff absence. The school meets the current government floor standard, which is the minimum expectation set for pupils' attainment and progress.

**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

<b>Overall Effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils’ achievement in mathematics.
- The school is not satisfactory because pupils are making inadequate progress in mathematics and there are weaknesses in the accuracy and structure of pupils’ writing. Although leaders are improving teaching quickly, over time it has not been good enough to help pupils catch up on past underperformance, particularly in mathematics. The school is not making the best use of assessment information to accelerate pupils’ progress.
- When pupils join the school in the Early Years Foundation Stage their skills are typical for their age. By the end of Year 6, pupils’ attainment is average. Although pupils’ progress in reading and writing is much improved in both Key Stage 1 and Key Stage 2, some older pupils continue to make mistakes with spelling, punctuation and sentence construction. Currently pupils are making inadequate progress in mathematics in Key Stage 2 and too many find basic calculations and problem solving difficult.
- Although teaching is satisfactory, it is quickly improving. There is a better structure to lessons and resources are being used more effectively to support learning. Occasionally the work set is not finely matched to pupils’ needs and the pace of lessons is inconsistent. Teachers’ marking does not always tell pupils exactly how to improve their work, particularly in mathematics.
- Pupils’ behaviour is satisfactory and the school is a safe and orderly environment. Many pupils work hard in lessons and are keen to make progress.

Some pupils occasionally exhibit challenging behaviour when the teaching is not demanding enough, but this is managed appropriately by the school.

- Improved levels of attainment in reading and writing reflects the ambition of the headteacher and other key leaders, including the governing body, and illustrates the school's satisfactory capacity to improve further. Improvements to the quality of teaching reflect the satisfactory management of teachers' performance and the increasing consistency of teaching across classes. However, there are weaknesses in the accuracy and use of assessment; assessment information is not accessible to staff and is not used well enough to monitor pupils' progress over time or to check the progress of different groups of pupils. Additionally, senior leaders do not have an accurate understanding of children's attainment on entry to the Early Years Foundation Stage.

## **What does the school need to do to improve further?**

- Improve achievement in mathematics and elements of pupils' writing, particularly in Key Stage 2 by:
  - increasing the accuracy of pupils' punctuation, grammar and spelling
  - developing pupils' abilities to carry out calculations and solve problems in mathematics.
- Increase the proportion of teaching that is good or better by:
  - ensuring that learning proceeds at a rapid pace
  - making certain that the work set is always accurately matched to pupils' needs
  - making sure that teachers' marking clearly informs pupils how to improve their work, particularly in mathematics
  - making certain that staff who observe lessons make robust links between teaching and its impact on the progress of different groups of pupils.
- Improve the accuracy and use made by teachers of assessment information to further accelerate pupils' progress by:
  - developing a clear understanding of how to assess attainment on entry to the Early Years Foundation Stage
  - adopting a more accessible tracking system that is based on accurate analysis of pupils' attainment
  - analysing data more effectively in order to measure the progress pupils make over time and the progress of different groups of pupils so that underachievement can be identified and tackled quickly.

## **Main Report**

### **Achievement of pupils**

Achievement is inadequate because pupils in Key Stage 2 underachieve in mathematics. When children join the Reception class they are confident and speak well, but sometimes their early skills in reading and writing are below the levels

expected for their age. Children make good progress in lessons in the Reception class because of good quality support from adults. When they join Year 1, many of their skills are above average although in reading and writing attainment is still below that expected of five-year-olds. Attainment is improving in Key Stage 1 but is below average by the end of Year 2, particularly in reading and writing. Until recently pupils were making slow progress in Key Stage 1, especially in writing. However, progress has accelerated and pupils are now making satisfactory progress in lessons. A reduction in staff absence has meant that there is more consistency in the quality of teaching. Teachers' expectations have been raised and, increasingly, more pupils are working at levels that exceed those expected for their age (the higher Level 3) in reading and writing during lessons. Improvements to the teaching of the links between sounds and letters (phonics) have had a good impact on pupils' literacy skills. Even those pupils who find reading difficult are able to use their knowledge of letter sounds to successfully decipher unfamiliar words. The school has effectively implemented a range of strategies that encourage pupils to prepare for writing activities through talking and by ensuring that children fully understand the story telling process. For example, pupils in a Key Stage 1 lesson were enthused by the story of 'Dogger' and used the story well to inform their own writing.

Improvements are being made to pupils' achievement in reading and writing in Key Stage 2. Guided reading sessions are being used well to ensure that pupils can extract information from text and are able to look beyond the immediate meaning of what they read. Consequently, attainment in reading is rapidly improving and is above average by the end of Year 6, although pupils' attainment overall is broadly average because their attainment in writing is lower than in reading. Pupils' writing is interesting and engaging, but the school is aware that it is not always technically accurate. Although the introduction of phonics lessons in Key Stage 2 is helping pupils to recognise spelling patterns, for some pupils spelling is still erratic. Some struggle with sentence structure and tense, and the use of punctuation is sometimes inconsistent. Nevertheless, pupils enjoy writing and make a good effort with their work.

Pupils in Key Stage 2 make slow progress in mathematics. The school has responded by introducing sessions designed to address individual areas of weaknesses with mixed success. Currently, too many older pupils are still struggling with some basic calculations, particularly when they involve mental arithmetic. They are sometimes unable to tackle mathematical problems in a systematic way. Pupils with disabilities and those who have special educational needs make similar progress to that of other pupils. Those with the most complex needs make good progress because support staff are good at reshaping teachers' explanations and managing pupils' behaviour. Most parents and carers are satisfied with the progress made by their children. Although this view is true in relation to pupils' performance in an increasing number of lessons, it is not accurate in relation to pupils' progress over time.

### **Quality of teaching**

Most parents and carers are satisfied with the quality of teaching in the school; their views match the findings of the inspection. There are pockets of good teaching, but most of the teaching in school is satisfactory. However, the quality of teaching is quickly improving and, as a result, pupils' progress is accelerating, particularly in

reading and writing. Teaching is particularly good in the Reception class where staff are good at modelling speech and good behaviour. Teachers in all Key Stages are now more explicit about what they expect pupils to learn in lessons; however, there remain inconsistencies in the quality of teachers' planning. The match of work to pupils' abilities is uneven and occasionally the work is too easy for some pupils. Teachers are applying an improved curriculum appropriately, including the recent introduction of new methods of teaching reading and writing. Teachers' skills when teaching phonics are variable and some staff are not always accurate when using technical terms or when pronouncing letter sounds. The reading of 'Goodnight Mr Tom' in Years 5 and 6 had a particularly good effect on pupils' spiritual, moral, social and cultural development because pupils were able to develop empathy with the characters. Relationships between teachers and pupils are good and pupils respond well to praise from their teachers. Occasionally, teachers talk for too long during introductions and the pace of learning slows. At other times, teachers start lessons too quickly so that pupils do not always fully understand what is expected of them. In both cases pupils' concentration wanes or they become distracted and do not learn well. There is some clear marking that gives pupils guidance about how to improve their writing. However, some marking, particularly in mathematics books, is merely congratulatory and pupils are not always given sufficient information about how to improve their work.

### **Behaviour and safety of pupils**

The staff have created an ethos which promotes satisfactory attitudes to learning and an atmosphere that allows pupils to feel safe. Appropriate expectations of standards of behaviour in and out of the classroom result in an orderly environment. The pupils contribute to this when older pupils act as playground buddies for younger ones. Parents, carers and pupils are generally positive about behaviour, although they recognise that there is a small number of pupils whose behaviour can be challenging. The school manages these pupils appropriately and works hard to improve their behaviour. All pupils recognise and respect the school's behaviour management procedures so that incidences of inappropriate behaviour are reducing significantly. Although most parents and carers and pupils have indicated that bullying is rare, a few are concerned about disagreements between pupils. There are particular problems in specific year groups with some name calling. Pupils say that teachers always help them by tackling incidents and these are usually resolved. The school provides pupils with appropriate guidance about staying safe including when using computers, cycling or crossing the road. Levels of attendance are average and few pupils regularly take time off school.

### **Leadership and management**

Leaders, staff and governors have a shared understanding of where the school needs to improve and most staff are determined to contribute to this. The monitoring of lessons is frequent and outcomes are helping to improve teaching because areas for improvement are always clearly identified. However, when undertaking observations of lessons, leaders do not always check the impact of teaching on the progress of different groups of pupils so that evaluations of lessons are sometimes too generous. Teaching has improved, particularly in the way lessons are organised and in teachers' raised expectations for pupil outcomes. Although improving the school's leaders have

not secured consistently good teaching to help pupils make up for previous underperformance, especially in mathematics. While assessments of pupils' progress are regular it is not clear if these assessments are entirely accurate. A check on the progress of specific individual pupils is kept in order to provide extra help for those pupils who are in danger of falling behind. Senior leaders do not have a sufficiently secure understanding of children's attainment on entry to the school. This has an impact on their ability to make sound judgements about pupils' progress over time. Tracking systems lack clarity and are not easy for staff to access or understand. Insufficient use has been made of data to gain a clear overview of the progress pupils make during their time in the school and to analyse the progress of different groups of pupils. Consequently, leaders and managers do not do enough to promote equality of opportunity as they cannot be sure that every child reaches their full potential, irrespective of their ability or background.

The school has the capacity to secure further improvement. This is illustrated by the way leaders and managers have implemented important improvements to teaching and the curriculum through well-focused professional development. The management of English has been particularly successful in accelerating pupils' progress, but a similar impact is not evident in mathematics.

The broad and balanced curriculum is satisfactory and adequately promotes pupils' spiritual, moral, social and cultural development. The curriculum is good in the Reception class with particularly effective use being made of the outdoor areas and resources. Elsewhere the curriculum has been strengthened by making suitable links between subjects such as English and history to ensure that pupils have more opportunities to write at length. Appropriate training has ensured that the governing body and school staff implement safeguarding and child protection procedures satisfactorily and these comply with statutory requirements.

## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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](http://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.

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## 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.
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.
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.**



9 March 2012

Dear Pupils

### **Inspection of Camblesforth Community Primary School, Selby, YO8 8HW**

Thank you for being so friendly when I visited your school. The inspection has found that your school is not helping you to achieve as well as you could, so has been given a 'notice to improve'. However, things are improving and to make sure that the school keeps this up inspectors will come back soon to check that your school is continuing to get better.

By the end of Year 6, your overall attainment is similar to that reached by other children in schools nationally. Your writing is very interesting and makes the reader want to read on, but some of you are making mistakes in your grammar, punctuation and spellings. You are however not making enough progress in mathematics when you are in Key Stage 2 and this needs to improve. Some of you find some calculations and problem solving hard because you have not been taught how best to solve number problems.

Teaching is satisfactory but sometimes lessons move along too slowly while sometimes teachers rush the start of lessons. We noticed that your learning slows when this happens so we have asked your teachers to improve this. We have also asked them to make sure that the work is always carefully matched to your needs and to make sure they tell you how to improve your work in mathematics when they are marking your books.

The staff are working hard to improve your school but we have asked them to develop some aspects of their work further. This includes making sure that they have accurate information about the progress you make over time so that when they plan lessons the activities are exactly right for you. We have also asked that they make certain that they understand exactly what the youngest children can do when they start in the Reception class so they can keep an accurate check on how well they are doing. We have asked the teachers to make sure they look more carefully at your learning when they check on progress in lessons.

You can all help your school by continuing to try very hard in all your lessons.

Yours sincerely,

Susan Walsh  
Lead inspector

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