

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566933  
**Direct F** 01695 729320  
**Direct email:**  
ggleaden@cfbt.com



11 October 2012

Mrs Georgie Metcalfe  
Acting Headteacher  
Camblesforth Community Primary School  
Mill Lane  
Camblesforth  
Selby  
North Yorkshire  
YO8 8HW

Dear Mrs Metcalfe

### **Notice to improve: monitoring inspection of Camblesforth Community Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 9 October 2012 and for the information which you provided during the inspection. Please also pass on my thanks to the Chair of the Governing Body, staff, the local authority representative, the pupils and the small number of parents and carers who spoke with me.

There have been a number of changes to the school's context since the previous inspection in March 2012. From July 2012 the substantive headteacher has been absent due to sickness and an acting headteacher was appointed on a temporary basis. One teacher resigned and has been replaced by a newly qualified teacher. A fifth class was created and this is being taught by a second newly qualified teacher, who is employed on a temporary contract for the year. One new local authority governor has been appointed and two new parent governors have been recruited. There is currently one vacancy on the governing body for a parent governor.

As a result of the inspection on 7 March 2012, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Following three years of low attainment at the end of Year 2, unvalidated results in 2012 indicate that attainment has improved. Results in reading were above writing and mathematics. The 2012 end of Year 6 unvalidated results show that attainment has improved in both English and mathematics, with particular strengths in attainment in reading. Inspection evidence and the school's own data indicate that levels of attainment and rates of progress across the school have improved but are inconsistent. Pupils make more rapid progress in the classes where teaching is more consistently good. Across the

January 2012



INVESTOR IN PEOPLE

school reading is a relative strength, whereas the attainment and progress of boys in writing is a relative weakness, particularly in Key Stage 1. There has been a focus on improving spelling, punctuation and grammar but the impact of staff training and new procedures has been inconsistent and there remain groups of pupils whose basic skills still require improvement. The new calculations policy is being implemented, so pupils have more opportunity to practise computations in their head and to solve problems.

The quality of teaching has improved and lessons sampled were better than at the last inspection. Although no inadequate lessons were observed and some were good, a number require improvement. Improvements were evident in the learning environment with displays being used effectively to support learning. Pupils state that the new literacy and numeracy displays are helping them to remember important facts. Where teaching is good the work set is matched well to the needs and abilities of pupils. For example, in a mathematics lesson the more-able pupils were investigating the times tables using arrays, others were practising times tables, while others were supported well by teaching assistants by working practically to find patterns in the times tables. Consequently, all were suitably challenged and made good progress. However, in lessons which require improvement, work was not matched well to the needs of pupils, expectations were too low and the most able were not challenged. In these lessons, some pupils lost interest and the pace of learning slowed. The quality of teachers' marking and feedback to pupils has improved. Pupils value their teachers' comments but do not always respond to this largely good advice. Pupils know they have targets for improving their English and mathematics but the use of targets in helping pupils to improve their progress is not embedded fully. There have been improvements to the Early Years Foundation Stage provision so children have access to a good range of interesting learning activities. Staff have improved their approach to assessing children's attainment on entry and on-going assessment of children using observations of children playing.

During a period of much change and uncertainty the acting headteacher has worked well with the governing body and the local authority to secure a more stable teaching staff. New teachers have been recruited and a fifth class group successfully established. A new senior leadership team has been created and subject leaders are beginning to take responsibility for their subjects. The arrangements for tracking the attainment and progress of pupils have been improved. Teachers are increasingly being held to account for the progress of pupils, with regular progress review meetings with the acting headteacher. Plans for improvement have recently been reviewed so they are clear and focused on the most important issues. They include clear success criteria, actions and resources. However, there is scope to refine further the arrangements for monitoring the implementation of new developments so that there is a clear timetable for checking the learning and progress of all pupils. Although some lessons have been observed and robustly evaluated by the acting headteacher with local authority support staff, skills at evaluating the quality of teaching remain underdeveloped. Day-to-day management of the school ensures that pupils are safe and happy. Pupils say they like the recently introduced 'traffic light' system of behaviour management. Parents state they are pleased with the recent improvements made by the acting headteacher and senior staff.

Members of the governing body are more aware of their role in challenging and supporting the work of the school. After the last inspection members of the governing body were proactive in establishing a school development plan committee to oversee the implementation of planned improvements. This group meets every two weeks and members are very clear about their role and they demonstrate how they are holding senior staff to account for the work of the school. This group receives good quality information about the performance of pupils and the quality of provision. However, there is scope to improve the quality of information provided to all governors in the termly headteacher's report to governors.

The local authority action plan, produced in response to the notice to improve, meets requirements. The plan is comprehensive and appropriately focused on improving the school. The effective partnership between the acting headteacher, the governing body and the local authority's education development adviser has secured stability in staffing and improvements to the quality of teaching. This partnership has been instrumental in securing support for the acting headteacher in the form of a mentor headteacher and has engineered a developing partnership with an outstanding school.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Amraz Ali  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in March 2012**

- 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 the 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.