

# Camblesforth Community Primary School

Mill Lane, Camblesforth, Selby, North Yorkshire, YO8 8HW

**Inspection dates** 8–9 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although improving, pupils' learning and progress over time are not consistently good and few pupils make better than expected progress.
- The quality of teaching is not consistently strong enough to enable all pupils to make good progress over time.
- Teachers do not always set work that challenges pupils of all abilities.
- Middle leaders and subject leaders do not check or support the work of individual teachers well enough to make sure all pupils make good progress.
- Improvements are not yet fully embedded and the school has yet to demonstrate it can reach and sustain above-average performance.

### The school has the following strengths

- Significant improvements have been made to ensure the behaviour of pupils is good. Pupils are polite and courteous and say they feel safe and secure.
- Pupils who find learning difficult, or who present challenging behaviour, are given good support and guidance.
- Pupils' spiritual, moral and social development is promoted well.
- The headteacher and governors have established clear systems for tracking pupils' National Curriculum levels along with regular reviews of each pupil's progress.
- Parents' views are positive about the improvements that have been made. They are confident their children are well looked after and are making progress.

## Information about this inspection

- The inspector visited 10 lessons and observed six of the seven teachers in the school at least once. He also observed the work of teaching assistants working with small groups or with individual pupils.
- The inspector heard a small number of pupils read.
- Meetings were held with members of the governing body, the acting headteacher, a representative from the local authority, staff and pupils.
- The inspector spoke informally to parents as they collected their children from the school.
- The inspector took account of 16 responses to the on-line questionnaire (Parent View) and the school's own parent questionnaire.
- The inspector looked at a range of documents provided by the school, including the school's records of pupils' progress, pupil's work and the records kept of teaching observations.

## Inspection team

Amraz Ali , Lead inspector

Her Majesty's Inspector

## Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

### Information about this school

- This school is much smaller than most primary schools.
- Most pupils are of White British heritage and few are from minority ethnic groups.
- The proportion of students known to be eligible for the pupil premium (additional funding for students who are known to be eligible for free school meals, those who are looked after by the local authority and those from services families) is similar to the national average.
- The proportion of students supported through school action is above average.
- The proportion of students supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils with disabilities and/or with special educational needs is below average though it can vary widely between year groups.
- The school was judged to require significant improvement at its last inspection in March 2012. Significant improvement was required in relation to pupils' attainment. The school was monitored by one of Her Majesty's Inspectors in October 2012 and was judged to be making reasonable progress.
- Since the previous inspection the headteacher and four teachers have left the school.
- There is not a substantive headteacher and the acting headteacher, who took up post on a temporary basis in July 2012, will leave the school in August 2013.
- In 2012, the school met the current government floor standards, which set the minimum expectation for pupils' attainment and progress.

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

- Improve the quality of teaching so more is good or better by ensuring:
  - planned work is closely matched to pupils' ability levels
  - all pupils know what good work looks like and that teachers provide examples of such work to support pupils' learning
  - teachers, and support staff, identify pupils' mistakes and misconceptions in lessons and address these quickly.
- Improve achievement in mathematics and in writing by:
  - regularly providing opportunities for pupils to practise calculation in their heads
  - improving the guidance and feedback to pupils, both within class and through their marked work so that pupils know exactly how to improve their work
  - setting clear expectations of spelling, handwriting and presentation of work
  - ensuring all pupils respond to their teachers' marking.
- Improve the quality of leadership and management at all levels by:
  - improving the skills of subject and middle leaders so they are better able to judge, and influence, pupils' achievement and the quality of teaching across the school
  - involving teachers, leaders and governors in the drawing up of the school improvement plans
  - ensuring improvement plans clearly identify what actions will be taken, when, who is

- responsible and how improvements will be checked
- involving governors in monitoring and evaluating planned developments so that they are able to contribute to judging how well the school is doing.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In lessons, the progress pupils make varies from class to class and from subject to subject. Consequently, the progress pupils make over time varies greatly and for some pupils it is too slow. Progress is more rapid in those lessons planned to take account of pupils' different starting points and which set out clearly how pupils can move on in their learning.
- In 2012, standards at the end of Year 6 were broadly average. This was an improvement on the previous two years' results and reflects improved rates of progress at the school. However, few pupils make better than expected progress and progress for a small number of pupils stalls.
- In 2012, Year 6 pupils in receipt of the pupil premium reached standards that lagged behind their peers by approximately two terms in English and three terms in mathematics. This gap between such pupils and their peers was smaller than in 2011. Across the school, the attainment and progress of pupils in receipt of the pupil premium is improving but few are making better than expected progress.
- The majority of children who join the Reception class have skills and abilities that are typical for their age. Recent improvements to the provision, and teaching, mean the current group is making good progress in their learning.
- Across the school, reading is a strength whereas attainment and progress in writing and mathematics remain relative weaknesses. The presentation of pupils' work is very variable in both mathematics and writing with some work untidy and poorly presented.
- Although spelling, punctuation and grammar have been a focus for improvement, there remain too many pupils whose basic skills still require improvement. Pupils are provided with opportunities to solve problems but their skills in mental arithmetic are underdeveloped.
- Disabled pupils and those who have special educational needs make progress that is at least in line with other pupils. For some individuals, their progress is accelerated when well deployed support staff work with them, particularly in reading.
- Pupils make good progress when they are involved in finding out things for themselves or working in partnership with others. Progress is slower in lessons where pupils have to remain as passive listeners for too long.
- A large majority of the parents who responded to the on-line questionnaire indicated that their children make good progress.

### The quality of teaching

### requires improvement

- Although more teaching is now good or better there is still inconsistency in the quality of teaching and this is why it requires improvement overall. This means pupils, as they move through the school, do not always receive teaching which is good enough to make up for the weaker teaching and learning that existed in the past. Consequently, their learning over time is variable.
- In lessons where teaching requires improvement, teachers do not match pupils' work to their abilities. Consequently, some pupils do not find the work challenging enough while others find it too difficult. In addition, even when it is apparent during the course of some lessons that pupils are making mistakes or struggling with their work, this is not always picked up quickly enough by teachers and support staff.
- As a result of clear leadership, much of the teaching in the school is good and a small amount is outstanding. It is strongest in the Early Years Foundation Stage where pupils are very effectively engaged in meaningful learning activities. For example, in one lesson a video segment was used to show 'Pirate Pete' setting challenges for the youngest children who were mesmerised and keen to learn.
- In the most effective lessons, teachers' questions, and guidance to pupils, take full account of individual needs so pupils of all ability levels are challenged. Expectations of pupils are made

explicit in terms of the quality and quantity of work expected. However, these features are not found in all lessons and sometimes teachers fail to ensure pupils know how much work they are expected to complete or what a good piece of work looks like. Opportunities are missed to provide pupils with models of written work or common spellings.

- Marking and feedback to pupils are regular and helpful, with some particularly good examples in writing and mathematics. The best identifies clearly what pupils need to do in order to improve a future piece of work or identifies particular skills which need to be practised. However, inconsistencies in the detail of recorded comments and the way that pupils respond to their teachers' comments mean that their impact is variable.

### **The behaviour and safety of pupils** are good

- There is a supportive and friendly atmosphere around the school. Pupils get on well with one another in lessons and at break times. They have a sense of responsibility for each other and pupils say they feel safe, and secure, and are happy to come to school.
- Both parents and pupils are clear about the improvements since the previous inspection. Pupils say they are now 'listened to'. They say they are helped to find solutions to their problems and are given choices. As a result, they have a better understanding of the effect their behaviour has on others and they are clear about the consequences of inappropriate behaviour.
- Pupils who find learning difficult, or present challenging behaviour, are supported well so disruption to their learning, and that of others, is minimised. The work in the new sensory room is beginning to help pupils cope with, and learn from their behaviours.
- Increased responsibility for pupils, such as being lunchtime buddies, combined with improvements in provision, is helping pupils to have a happy and safe time during breaks and lunchtimes.
- There are good relationships with parents, who speak highly of the support they receive from the school. They say they feel welcome and are confident that any concerns will be dealt with quickly. Parents of pupils with specific needs highlight the sensitive and valuable support that has helped to improve their children's behaviour in school and at home.
- A significant success has been the improved rates of attendance. This is due to new procedures for following up every absence and closer working with parents. Consequently, attendance is now a little above average.

### **The leadership and management** requires improvement

- The acting headteacher has brought about much needed improvement. She provided clear drive, ambition and focus to address the weaknesses identified in March 2012 inspection. However, at other levels, leadership is inconsistent and the work of subject leaders and middle leaders is underdeveloped. For example, although the headteacher has observed lessons, other leaders have not done so. Consequently, they are not aware of the impact of teaching and are not able to ensure that help and support are provided to other teachers so that all pupils make good progress. Similarly, the extent to which middle leaders are influencing the work of other teachers is variable.
- More needs to be done to address the inconsistencies in teaching quality and in pupils' learning over time. Some teaching requires improvement, and consequently pupils are unable to make the rapid progress they need to make in order to reach above average standards.
- There is a clear focus on the progress of pupils and new procedures, such as close tracking of levels and termly reviews of progress, mean teachers are held to account for the progress pupils make. However, these initiatives are relatively recent and it is too soon to gauge their impact.
- Although the self-evaluation identifies where improvements have been made and where further work is needed, it is a little over generous in some important areas. The school development plan was drawn up to tackle all of the weaknesses from the last inspection. The plan does not

always distinguish between actions designed to bring about improvement and actions to check on improvements. In addition, timescales and roles and responsibilities are not always clear or specific.

- There are good records in place to demonstrate how pupil premium funding is being spent. For each pupil generating the funding there is clarity of what additional resources are used to help this pupil. However, the effectiveness of the pupil premium funding has not been evaluated to ensure it is making a difference to those pupils for whom it is intended.
- The improved curriculum promotes pupils' spiritual, moral, social and cultural development well. It also provides opportunities for writing in different subjects but this has not fully impacted on attainment in writing across the school.
- Local authority support has been of good quality. Actions have focused sharply on areas needing improvement most. Correctly, the local authority officer is aware of the need to continue to support the school through a period of continued change.
- **The governance of the school:**
  - Members of the governing body are committed to securing further improvement and have established a standards committee to oversee the improvements. They are aware of the school's progress and where further work is needed. Governors wrote the post inspection development plan following the previous inadequate judgement. Although this brought about desired improvement, not all teachers and leaders share ownership of the plan. A self-evaluation document has been drawn up by members of the leadership team and although this has been shared with governors, the governing body has not itself fed its views into the document.

## 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

<b>Unique reference number</b>	121441
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	408873

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Fenton
<b>Headteacher</b>	Georgie Metcalfe
<b>Date of previous school inspection</b>	7 March 2012
<b>Telephone number</b>	01757 618249
<b>Fax number</b>	01757 618758
<b>Email address</b>	admin@camblesforth.n-yorks.sch.uk

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