

Drax Community Primary School

Castle Hill Lane, Drax, Selby, North Yorkshire, YO8 8NP

Inspection dates 8 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Progress in reading and writing is not consistently good and so not all pupils achieve as well as they could.
- The school does not systematically build up pupils' writing skills in all year groups, inspire pupils with a love of reading, or provide pupils with sufficient opportunities to write at length and independently across all subjects.
- Some variations and inconsistencies in approach mean that the quality of teaching is not yet good.
- Occasionally, the work set for pupils is too easy for some and too hard for others. More-able pupils particularly, are not always challenged sufficiently.
- The marking of pupils' work is not always effective in helping them understand what they might do to improve further.
- The monitoring of teaching and learning is not rigorous enough to ensure that teaching is consistently good across the school and that all teachers challenge pupils fully in every subject.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage because of good teaching.
- The headteacher and governors are determined to move the school forward. There are clear signs of improvement, for instance in mathematics where pupils achieve well and attain standards that are above average by the end of Key Stage 2.
- Leaders have identified the actions needed to improve writing and reading and are taking decisive and appropriate steps to address this urgently.
- Pupils develop positive attitudes to learning. They benefit from a range of activities and clubs that enhance their social development and their sporting skills. They behave well in lessons and around the school.
- Parents express positive views about the school and say that their children are happy and safe there.

Information about this inspection

- The inspectors observed 10 lessons, two of which were observed jointly with the headteacher. In addition, the inspectors made other visits to classes, looked at pupils' work and listened to a number of pupils read.
- Meetings were held with pupils, the vice- chair of the Governing Body and one other governor, senior and middle managers and subject leaders. The lead inspector had a telephone conversation with the school's former representative from the local authority.
- There were seven responses to the online questionnaire (Parent View). Inspectors took account of the views of a number of parents spoken to during the inspection and six responses from staff that completed Ofsted's staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially how the money from pupil premium and sport is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also taken into consideration.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

Full report

Information about this school

- This is a well below average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action and school action plus is below average.
- The proportion of pupils with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium is average. In this school the pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after.

What does the school need to do to improve further?

- Tackle the teaching that requires improvement so that all teaching is consistently good or better so that the rate of pupils' progress and achievement increases, by ensuring that:
 - teachers plan work that accurately matches the needs of each pupil and challenges all pupils sufficiently, particularly the more able
 - teachers have higher expectations of all pupils particularly when they work by themselves
 - marking in all subjects provides pupils with the guidance they need to improve their work.
- Improve the teaching of reading and writing so that all pupils achieve well by ensuring that:
 - strong and effective teaching of the sounds that letters make is fully established and extended as pupils progress through the school
 - authors, books and vocabulary are given a high profile throughout the school in order to stimulate pupils' interest in reading
 - pupils are taught the skills they need to extend and develop their writing in literacy lessons
 - pupils have sufficient opportunities to apply their writing skills independently and at length across other subjects.
- Improve the effectiveness of leadership and management by ensuring that:
 - the monitoring of teaching and learning is rigorous and that all teachers adopt consistent approaches particularly in their planning and marking
 - leaders make full use of the information collected about the performance of pupils and teachers to bring further and rapid improvement, particularly in reading and writing.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because progress in English is too slow through the school and the more-able pupils are not given enough challenge.
- Children start school with skills that are broadly typical for their age. Because of small year groups, starting points vary from year to year. They settle quickly and achieve well in the Reception Year because teaching is good and the opportunity to work with Key Stage 1 pupils helps children to make good progress. By the time children enter Year 1, they attain at least average levels and occasionally above average skills, particularly in their numeracy.
- Pupils continue to make good progress through the school in mathematics because all pupils are challenged effectively. Pupils' progress is slower in English because teaching is not consistently good. More-able pupils are not always challenged sufficiently and so do not always achieve as well as they could.
- At the end of Year 2, standards in reading, writing and mathematics are at least average and a few pupils are working at above average levels. By the time pupils leave the school at the end of Year 6, standards overall have not moved on in English and remain broadly average. Pupils do much better in mathematics where standards are above average because the teaching of mathematics is mostly good. Pupils enjoy practical tasks and problem-solving activities that encourage them to apply their number skills confidently in new situations.
- The teaching of letters and the sounds they make in Reception and Key Stage 1 effectively provide pupils with a secure start in their reading. However, in Key Stage 2, pupils are not confident in applying these initial skills when tackling unfamiliar words and so struggle to make sense of their reading. Throughout the school, comprehension and prediction skills are not developed as well as they might be and reading generally is not given high priority. Consequently, while most pupils reach the levels expected for their age, few achieve the above average standards of which they are capable.
- Standards in writing are not higher because writing skills are not developed and extended effectively as pupils progress through the school. Pupils do not have sufficient opportunities to write at length and independently in literacy or other subjects in order to achieve more.
- Despite not providing fully for the most-able pupils, the school is committed to equal opportunities and provides effective support, particularly on a one-to-one level, to ensure that those pupils identified for support through school action and those with a statement of special educational needs make at least expected progress against their starting points.
- The pupils supported through the pupil premium make similar progress to their classmates. These pupils are working at between two or three terms behind the levels expected for their age but from their starting points, they make expected progress because they receive effective individual support. The gap between the achievements of these pupils compared with non-free school meals pupils in this school is not widening as they move up the school.
- Other than its extensive fields, the school has no physical education facilities. It uses the primary school sport funding to extend the use of the village hall for physical education and to deploy various sports providers. Pupils enjoy sports such as tag rugby, and understand well how to keep fit and healthy.

The quality of teaching

requires improvement

- Not enough of the teaching is consistently good or better. There is too much variation in the way pupils' skills are developed and extended, in teachers' expectations of what pupils can do and achieve, especially the most-able pupils, and in the detail and effectiveness of their marking.
- Pupils' learning does not always build rapidly enough on what they already know and are able to do and this slows the progress of the most-able pupils. The school has a good range of information about pupils' progress, but teachers do not always use this information well enough to ensure that the tasks they set for the pupils in English help them to increase their knowledge

and extend their skills effectively. In lessons that require improvement, pupils of all abilities sit through quite lengthy, generalised presentations that are too easy for some and too hard for others. Consequently, not all pupils achieve as well as they could.

- Many lessons are interesting and well-structured and provide pupils with good opportunities to engage in discussions. Lively questioning is often used well to encourage pupils to think about their learning and develop their ideas. For example, probing questions helped pupils in Year 1 to realise that they needed to work systematically to sort items into appropriate groups and some quickly progressed to presenting their results in a pictogram.
- When pupils are clear about what is being asked of them they achieve well. However, in some lessons, teaching does not indicate clearly what pupils are learning or what they should aim for when they work by themselves. As a result, some do not make as much progress as they could.
- The marking of pupils' work is inconsistent. Some marking is good and in subsequent work pupils try to make improvements. However, too often the guidance is minimal and pupils continue to make the same errors, for example in their spelling, punctuation and grammar.
- The teaching of the youngest children is good. In a safe, supportive environment, children quickly settle to work. They particularly enjoy adult-led activities that encourage them to explore and ask questions. While the basic skills of literacy and numeracy are taught well, children do not always have enough reading and writing activities to choose from when they choose activities for themselves.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to school and enjoy learning. They listen attentively and most contribute confidently in lessons. However, in lessons where teachers do not provide pupils with sufficient opportunities to contribute fully, some pupils lose their enthusiasm for learning and listen passively.
- Pupils enjoy responsibilities such as being school councillors and helping others, for example older pupils looking after younger ones at play times.
- Pupils enjoy a range of activities that enrich their learning, being particularly enthusiastic about the sports clubs and social events the school organises. Older pupils talked excitedly about going on a train ride to an outdoor pursuits centre and say that such activities help them to discover what they can do outside school.
- Through working with a range of visitors, pupils show respect for the different communities and lifestyles in the world beyond school. The school is aware that opportunities to extend pupils' experiences of the diversity in the wider world need developing further.
- Pupils behave well and are kind and friendly to each other. They form trusting relationships with staff and know that if they have any worries or concerns staff will sort things promptly. Pupils and parents are very positive about the safe and happy environment the school provides.
- Pupils understand that bullying can happen in a range of ways including on the internet. They say that there is no bullying in school and are confident that if incidents did arise, the school would deal with them straight away.
- Pupils' attendance is average. Despite the school's efforts to address this, holidays in term time remain an issue.

The leadership and management requires improvement

- Although the school's leaders are securing improvements, leadership and management are not yet good because pupils' progress in English is not as fast as it could be.
- The school provides pupils with a safe, happy environment where they enjoy learning. The headteacher, supported by the governors and all staff, is committed to raising pupils' achievements and, having secured good progress in mathematics, is now focusing on raising standards in English.
- Through careful analysis of the school's recent performance, appropriate action is being taken to

raise achievement in English. Teamwork with the partner school has been valuable in supporting school improvement. Staff have good opportunities for training to improve their performance and so raise pupils' achievement and where teaching requires improvement leaders organise appropriate individual support. Standards in mathematics have been raised as a result, but the developments in English are too recent to have had the same good impact.

- Senior leaders monitor teachers' performance regularly and identify where improvements need to be made. However, they do not always check closely enough that teachers' planning challenges all pupils appropriately and that marking is of high quality in every subject.
- Pupils' progress is reviewed frequently. Leaders ensure that most pupils make at least expected progress by the time they leave the school. This has enabled effective individual support to those pupils most at risk of falling behind. However, the findings from the analysis of pupil progress data have not been used well enough to raise expectations of what the most-able pupils can do.
- The curriculum provides opportunities for lessons that engage pupils' interest well in most subjects, but curriculum planning has failed to focus attention well enough on reading and writing activities and to inspire a love of books. Good enrichment activities extend pupils' learning beyond school and promote their spiritual, moral, social and cultural development well. For example, pupils know that they should give thanks at harvest time and that it is important on Remembrance Day, to commemorate the lives of soldiers who died in wars.
- The school involves parents well by encouraging them to support their children's learning, for example, by listening to children read and to complete homework tasks successfully.
- The local authority provides the school with valuable staff training and effective support in evaluating the school's performance and identifying areas for development.
- **The governance of the school:**
 - Governors are very committed to the school and its community. Governors and staff attend relevant training to meet current safeguarding requirements. They ensure that finances are managed effectively; that primary school sport funding is used to increase pupils' access to sport and that the pupil premium funding is used to support the pupils for whom it is intended and that they know its impact. The governing body has effective arrangements to ensure that pay awards are linked to teachers' performance and that the procedures to measure teachers' performance are thorough. Governors understand well the data regarding the school's current performance and pupils' progress and that teaching is not consistently good across the school.

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	121389
Local authority	North Yorkshire
Inspection number	425991

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Mr S Greenwood
Headteacher	Mrs J Holmes
Date of previous school inspection	3 November 2010
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