

Copmanthorpe Primary School

Yorkfield Lane, Low Green, Copmanthorpe, York, North Yorkshire, YO23 3SB

Inspection dates 24–25 April 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- This is a very warm and welcoming learning community where all pupils are valued as individuals.
- Pupils make good progress from their different starting points and achieve well, particularly in reading.
- Teaching is typically good. Interesting activities engage pupils. Work is well matched to meet the needs of pupils.
- Behaviour is good with excellent relationships between adults and pupils.
- Vulnerable pupils, including those with special educational needs and disabilities, receive good support that enables them to achieve well.
- Pupils feel safe and learn how to keep themselves safe. They enjoy coming to school and attendance is above average.
- Governors have a clear understanding of the school's strengths and areas for development. They challenge leaders while providing support and encouragement.
- Leaders' checks on the quality of teaching and pupils' achievement are thorough. The school is well placed to improve further.
- The school's own evaluation of its work is accurate.
- Pupils' spiritual, moral, social and cultural is developed well because they are given opportunities to take on responsibilities and grow in confidence.

It is not yet an outstanding school because

- Teaching is good but not yet outstanding because teachers do not share best practice.
- Writing throughout the school is not as strong as other subjects because pupils do not have sufficient opportunity to practise their writing skills in subjects other than English.
- Subject leaders do not check carefully enough the opportunities for writing and quality of marking of writing in their subjects.
- The quality of marking varies across the school and pupils do not always have time to respond.
- Pupils do not have enough chances to assess their own work or that of their classmates.

Information about this inspection

- Inspectors visited 16 lessons or parts of lessons, one of which was jointly observed with the headteacher. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account 149 responses to the online questionnaire (Parent View) and spoke informally to a number of parents. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Peter Bailey

Additional Inspector

Full report

Information about this school

- Copmanthorpe is much larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is well below that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is below the national average as is the proportion supported at school action plus or through a statement of special educational needs.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the previous inspection, there have been a number of changes in staffing, including the appointment of a new deputy headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding and raise achievement further, particularly in writing, by:
 - sharing the best quality teaching already in school
 - increasing opportunities for pupils to use their writing skills in subjects other than English
 - ensuring marking tells pupils how to improve their work and that they then have time to respond to teachers' comments in their books
 - making sure subject leaders check the opportunities for writing and the quality of the marking of writing in their subjects across the school
 - providing pupils with opportunities to read through and check their own work and that of their classmates.

Inspection judgements

The achievement of pupils is good

- From their individual starting points pupils make good progress overall during their time in school.
- Children enter the Reception class with skills that are below those expected for their age, particularly in communication, language and literacy. They settle quickly and enjoy learning in an attractive, spacious environment. A variety of creative, practical and physical activities are used to develop pupils' communication skills while encouraging personal, social and emotional development. Most children leave reception as confident learners.
- The proportion of pupils reaching the required standard in the Year 1 national reading check is slightly below the national average. However, most pupils have caught up by the end of Year 2.
- Good progress continues across Key Stage 1. In 2013, standards by the end of Year 2 were above the national average in reading but similar to those found nationally in writing and mathematics. Recent assessments show that standards reached by the current Year 2 have improved and are now above expected levels in writing and mathematics as well as reading.
- In 2013, standards reached by pupils in Year 6 were well above the national average for reading, writing and mathematics. The proportion of those pupils making expected progress or better is above that found nationally. Pupils make particularly good progress in reading.
- Work seen in pupils' books as well as the school's own records show that the current Year 6 pupils are on track to exceed national averages in reading, writing and mathematics.
- The proportions of pupils who are eligible for pupil premium funding, are disabled or with a special educational need are very low. As a result, published data is not a reliable indicator of their achievement compared with their classmates. However, the school's effective use of its own assessments ensure that these groups of pupils are supported well and, from their individual starting points, make good progress in reading, writing and mathematics during their time in school.
- The most able pupils do well because they are given demanding work. They enjoy challenges and say that the Level 6 booster group has 'brought maths alive'. Last year the proportion of pupils reaching the highest level was in line with national averages and this proportion is set to increase this year. This year, for the first time, a number of pupils are on track to reach this high level in reading.
- Reading is a strength throughout the school. This was very apparent when hearing pupils in Years 2 and 6 read. They spoke enthusiastically about their reading and all read regularly in school and at home. Those heard reading demonstrated a secure knowledge of letters and sounds. They read confidently, fluently and with a good level of understanding.
- Pupils in all year groups throughout the school are also making good progress over time. However, progress in writing is not as rapid or as consistent as that in reading or mathematics.

The quality of teaching is good

- Teaching across the school is good. Work is well planned to meet the needs of all pupils and helps them learn well. Pupils are confident learners. As one pupil commented, 'It's alright to get things wrong. We learn from our mistakes.'
- Pupils are keen to get on with their work and enjoy the challenges set for them. During a mathematics activity, the most able Year 6 pupils rose to the challenge of advanced data handling with relish. They were highly motivated, enthusiastic learners demonstrating high standards and rapid progress.
- Adults work well together. They allow pupils time to have a go before stepping in to offer further guidance or explanation.
- Teachers often plan activities together but do not watch each other teach often enough. As a result, opportunities to learn from the best teaching practices are overlooked.

- Disabled pupils and those with special educational needs, those supported by pupil premium and the most able are well supported. The use of language is modelled well and questions are asked that encourage pupils to think deeply before answering.
- Pupils are used to discussing their ideas with a partner. This helps them develop their speaking, listening and thinking skills, and is starting to bring about improvements in writing. This was particularly well illustrated during a Year 1 activity where the class made excellent use of a copse in the school grounds to discuss what they could see, smell, hear and feel. These discussions, and the group work that followed, produced good quality writing.
- Pupils are developing their writing skills in literacy lessons but do not have sufficient opportunity to apply what they have learnt to their writing in other subjects.
- Marking in books takes place regularly. However, there are some inconsistencies from class to class and subject to subject. Pupils do not always know how to improve their work and not enough time is given to them time to reflect on or respond to written comments.
- Children in the Reception class also enjoy a range of stimulating activities indoors and out. Routines are well established and learning activities carefully organised. Tasks are designed to encourage cooperation and enquiry. They learn to take on responsibilities such as clearing away and are very proud when their 'tidying team' does a good job.
- Homework is used well to extend pupils' learning beyond the classroom. Most parents believe it is age appropriate.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They enjoy lessons and attitudes to learning are nearly always good because pupils want to do well. Pupils work well together through discussion and the sharing of ideas.
- Pupils are proud of their school and describe it as 'fun, helpful, friendly, kind and caring'. They move around school in an orderly manner and take good care of their classrooms and equipment.
- At lunchtime and in the playground pupils of all ages can be seen playing games and talking to one another. Family groupings for whole-school topics ensure that all pupils in this large school get to know each other.
- Pupils are encouraged to, and enjoy taking on responsibilities. During the inspection, Year 5 pupils were observed taking part in reading activities with children in the Reception class. This was thoroughly enjoyed by all, with the older pupils providing excellent role models for the youngest children in school.
- Pupils throughout the school are polite and enjoy talking to visitors about their work. Pupils' spiritual, moral and social development is promoted well. They know the difference between right and wrong and show great empathy for those less fortunate than themselves. This is particularly evident in the many fundraising events organised by pupils themselves.
- Pupils have a good understanding of bullying in its various forms and report that bullying is rare. They have been well taught to recognise the potential dangers of the internet.
- The school's work to keep pupils safe and secure is good. They are made well aware of safe and unsafe situations in lessons and through visitors to school. For example, because a busy railway line runs near the school, the railway police reinforce the dangers of playing near the track. There are also clear rules for coming to school on bicycles or scooters.
- During the inspection a faulty fire alarm led to the evacuation of the school. This was carried out extremely effectively as a result of well-rehearsed routines. All pupils left the building quickly and calmly.
- Pupils say they feel safe at school and all staff, as well as the very large majority of parents who expressed views, supported this.
- Attendance is above average.

The leadership and management are good

- The headteacher, well supported by the deputy headteacher and leadership teams, has created a welcoming and purposeful climate for learning. Staff morale is high and leaders, teachers, support staff and governors are committed to doing their very best for the benefit of pupils in school.
- Middle leaders with responsibility for subjects, phases or other specific areas, have a clear understanding of their duties and accountability. They lead their areas of responsibility well both by example and in working collaboratively with colleagues. However, subject leaders do not check what opportunities pupils have to use their writing skills in their subjects or how writing is marked.
- Leaders' accurate view of how well the school is doing has helped the school identify correct priorities for further development.
- Teaching is well led and managed with a strong commitment to providing training to help teachers continue to improve. However, opportunities to share the best teaching practices already in school are being overlooked.
- There is a clear link between achieving agreed targets and pay progression. Teachers are set clear goals and are supported well through good quality training and guidance.
- The range of subjects taught provides a variety of opportunities for pupils which 'make learning fun' and increase their understanding of the world in which they live. For example, Global Arts Week gave pupils an insight into several different art forms such as Chinese calligraphy and Indian dance.
- Pupils have the opportunity to attend after-school clubs, take part in sporting events and go on residential visits. All pupils benefit from swimming lessons in the school's own pool.
- The school is committed to ensuring every pupil has an equal opportunity to succeed. This can be seen in that all groups of pupils, in each key stage, make equally good progress. Assemblies are used well to promote pupils' spiritual, moral, social and cultural development through respectful behaviour and consideration for others, enthusiastic singing and time for reflection.
- The school makes effective use of the additional primary school sports funding. Money is being spent on increasing opportunities for inter-school sport, as well as extending the range of after-school and lunchtime clubs to include gymnastics and fencing. Staff have the opportunity to work alongside specialist coaches. This is having a beneficial effect on pupils' health and physical well-being.
- The local authority knows the school well and has confidence in the school's ability to improve. The local authority is committed to providing high-quality intervention and support for the school as necessary.
- The school has good working relationships with local nurseries and secondary schools, which ensure smooth transitions from one school to another.
- **The governance of the school:**
 - Governors support and challenge the school in equal measure. They meet regularly and are frequent visitors to the school. This gives them a clear view of the day-to-day running of the school as well as the quality of teaching and pupils' achievement. Governors have an accurate picture as to how well the school is doing compared with other schools. They check that the management of teachers' performance is thorough and know that pay progression is dependent on teachers meeting targets relating to pupils' progress. Governors are aware as to how the primary school sports funding is being allocated and understand the impact of the pupil premium funding on the achievement of eligible pupils. Governors ensure that they fulfil their statutory duties in relation to finance and safeguarding. As a result current safeguarding arrangements meet requirements.

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	132047
Local authority	York
Inspection number	444327

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	384
Appropriate authority	The governing body
Chair	Tony Myers
Headteacher	Judith Rigg
Date of previous school inspection	8 November 2006
Telephone number	01904 705400
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