

# Drax Community Primary School

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

<b>Inspection dates</b>	2–3 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The new headteacher and governing body have set a new direction for the school and have brought about rapid improvements.
- The headteacher's high expectations and strong purpose motivate staff and pupils.
- Good teaching usually meets the needs of different ages and abilities in the mixed-age classes. As a result, pupils are making good progress in reading, writing and mathematics.
- High-quality marking and verbal feedback in English, mathematics and topic work enable pupils to make continuous improvements to their work.
- Pupils are gaining more experience of the wider world. They take on responsibilities in school. They are well looked after by the adults in school.
- Pupils are keen to learn and willing to work hard. Pupils are well behaved and get on with each other well.
- Under the leadership of the new headteacher, the progress made by pupils has increased and current pupils are making good progress in all year groups.
- The effective leadership of the early years and skilled teaching provide a stimulating learning environment where children develop well, including in literacy and mathematics.

### It is not yet an outstanding school because

- Computing is missing from the curriculum and the use of learning software is undeveloped.
- At Key Stage 2, teaching does not always focus sharply enough on the development of particular reading skills. On occasion, the most able are not sufficiently challenged in mathematics.
- Links with other schools to develop teaching, assessment and subject leadership are not strong in all aspects, for example mathematics.

## **Full report**

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

- Introduce a curriculum for computing and develop the use of software to extend pupils' learning.
- Ensure that teaching at Key Stage 2 focuses precisely on developing pupils' reading skills, and consistently challenges the most able in mathematics.
- Strengthen links with other schools to share resources and develop good practice in teaching, assessment and subject leadership.

## Inspection judgements

### Effectiveness of leadership and management is good

- The new headteacher has brought about rapid improvements. She provides strong direction for teaching, learning and behaviour. She is reflective and purposeful. Her accurate evaluation of strengths and weaknesses results in well-targeted actions which tackle pupils' learning and development needs. She models good teaching. As a result of her high expectations, pupils are now making good progress.
- A new assessment system is being used effectively and frequently to check the pupils' progress and identify the next steps in learning. Staff have worked with schools with mixed- as well as single-year groups to challenge the accuracy of assessment in reading and writing. Leaders plan to extend this to mathematics shortly.
- The careful monitoring of pupils' work and observations of teaching have helped to improve the quality of pupils' handwriting, the quality of presentation and teachers' planning for different abilities.
- Professional development and the management of staff performance have improved the quality of teaching and the role of middle leaders. Staff enjoy their increased responsibility and accountability for leading aspects of the curriculum and feel they are making a valued contribution. The provision for special educational needs is managed effectively and the impact of actions is evaluated against clear targets for progress. The leadership of mathematics is developing and steps are planned to extend teaching strategies by considering good practice in other schools.
- Effective action has been taken to increase pupils' enjoyment of reading. A library has been provided where there was none before, managed by a member of staff who is a qualified librarian. Pupils respond well to the challenge to read at home at least three times a week.
- An increased range of school visits and visitors has broadened pupils' experience of life and culture in modern Britain and provided more material for pupils to write about. The positive school ethos and the increased opportunities for pupils to take on responsibilities contribute well to pupils' social, moral, spiritual and cultural development.
- The stimulating displays in corridors and classrooms provide good models of the progress pupils can make in their writing, convey consistent messages about school values and recognise the contribution of pupils who have taken up school responsibilities.
- A science week each term enables pupils to develop an in-depth understanding, of sound or materials for example. A secondary science teacher helps to plan and teach practical experiments which develop pupils' scientific skills and understanding.
- Computing is missing from the curriculum due to a historic lack of planning and resources. Plans are in place to rectify this by September 2016.
- The PE and sports premium funding was not spent in 2013–14. Over the last year, it has been well spent on partnership sports activities with other schools. This has developed pupils' fitness and enabled them to socialise and compete with pupils from other schools and socio-economic backgrounds. They have taken part in team games, which are difficult to set up in such a small school. They experience a wider range of physical activities such as dance and use a wider range of sports. Plans are in place to introduce outdoor adventure and football coaching.
- In previous years, the pupil premium funding (additional government funding) was not targeted on the needs of disadvantaged pupils. This year, activities are meeting pupils' identified needs. Funding is providing well-targeted, small-group activities to develop disadvantaged pupils', and others', handwriting, and skills in speaking, reading and mathematics.
- The local authority acted effectively to improve the leadership and governance of the school and has monitored developments appropriately. Local authority networks have provided some useful support for assessment and teaching. Leaders and governors have judged that, as a small school, they need the closer, dedicated support and challenge they hope can be provided from membership of an academy trust.
- **The governance of the school**
  - Following the last inspection, a review of governance carried out by the local authority led to the appointment of a new Chair. The governing body has appointed a strong headteacher to fulfil its ambition to become an outstanding school. Governors have a high level of aspiration for the school and community.

- The governing body has defined the strategic direction for the school. Governors are acting effectively to deal with the issues raised by a falling roll. The link with the proposed academy trust is designed to increase the range of resources available to pupils and to strengthen the wider professional relationships of staff working in a small school. Governors scrutinise information about pupil progress effectively and ask challenging questions about the impact of school leaders.
- The arrangements for safeguarding are effective. Staff have undertaken appropriate safeguarding training. The suitability of the early years setting for three-year-olds has been confirmed by the local authority. Leaders and governors acted effectively to improve the security of the site and the building. Leaders make appropriate referrals to outside agencies whenever a safeguarding concern arises. Records of assessment and contact with parents and other agencies are well documented. Effective systems and good relationships promote a safe culture in school.

## Quality of teaching, learning and assessment is good

- Teaching has improved and pupils are making good progress in all year groups.
- Teachers are assessing the pupils' progress effectively. Teachers use test and assessment information regularly to review pupil progress and plan actions which enable them to move forward. Well-structured assessment of writing quotes evidence from pupils' work to show whether they have demonstrated the required grammatical knowledge and skills.
- Precise and constructive marking and verbal feedback provide pupils with frequent and individually tailored guidance, which they value. Pupils are keen to respond and are diligent in making written improvements to their work.
- The teaching of writing is effective because pupils apply their knowledge of different types of texts, grammar and vocabulary to their topic work. Expectations for writing and standards of presentation are equally high in their literacy and topic books. Teachers mark pupils' writing in the same precise and purposeful way. As a result, pupils reinforce and extend their skills in different types of writing, while acquiring subject-specific knowledge and skills.
- The skilful teaching of phonics (letters and the sounds they make) enables pupils to make good progress in acquiring basic skills in reading and writing. Pupils of all ages are enjoying reading because they are receiving more encouragement and are responding well to the reading challenge to read at home. They have access to an appropriate range of fiction and non-fiction in their new library.
- Higher expectations of what children in the early years can achieve in literacy and mathematics are leading to better outcomes at the end of the Early Years Foundation Stage and at Key Stage 1.
- Staff know pupils very well and use their good relationships effectively to develop pupils' learning.
- Well-trained teaching assistants lead well-targeted booster sessions based on the assessed weaknesses of particular groups of pupils. Clear objectives and assessment procedures enable staff to evaluate the impact of booster groups on handwriting, speaking and reading. For example, all the pupils on the handwriting course learned to write faster using cursive script.
- Lessons are carefully planned so that pupils can work with different objectives and resources pitched at an appropriately challenging level. Higher ability pupils in upper Key Stage 2 sometimes spend too long in a mathematics lesson on something they already know before moving on to the more challenging task. Groups are generally led well by teaching assistants. However, on occasion, teaching does not focus sharply enough on the development of particular reading skills.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy taking responsibility for organising anti-bullying week, acting as health and safety ambassadors, providing peer support in English and mathematics and working as playground leaders.
- The popular breakfast club is helping pupils to make a better start to the day. Pupils enjoy their dinner times, relate well with each other and are well looked after by staff in a family atmosphere.

- Pupils are given effective support to improve their skills and self-awareness in conducting their relationships with other pupils.
- There are very few incidents of bullying. When they have occurred, they have been resolved successfully. Pupils are confident that adults will help sort out any incidents of name calling.
- Pupils develop their awareness of e-safety through the programme of personal, social and health education. Pupils said they feel safe in school and are well looked after by the adults.
- Parents at the school gate were happy with the care provided by adults in school.
- Pupils demonstrate the values of tolerance, compassion and thoughtfulness promoted in classroom displays.
- Pupils lack experience and confidence in the wider world and the school is developing opportunities to extend their horizons.

### **Behaviour**

- The behaviour of pupils is good. They are attentive in lessons and display positive attitudes to learning. Pupils of different ages collaborate well together.
- Pupils say that behaviour is good and they respect the clear system of consequences for any misbehaviour. They conduct themselves well around the school and line up well when asked.
- Attendance has been above average for the last two years. Currently, attendance is broadly average. As a result of effective action to tackle weaker attendance, it is higher this term than last.
- The school has worked effectively with parents and other agencies when dealing with occasional behaviour issues.

### **Outcomes for pupils**

**are good**

- The progress made by pupils has increased and current pupils are making good progress in all year groups as a result of the headteacher's leadership, teachers' higher expectations, more rigorous assessment and better teaching.
- The proportion of children achieving a good level of development at the end of the Early Years Foundation Stage was low in 2014, but improved to average in 2015. Literacy and mathematics were weaker aspects of development. The children currently in Reception are making at least typical progress in reading, writing and mathematics as a result of effective teaching that is focused on their assessed needs.
- In the last two years, the proportion of Year 1 pupils meeting the required standard in phonics has been in line with national averages. Current pupils are developing their knowledge of letters and sounds well and learning to apply them in their reading and writing.
- At the end of Key Stage 1, in 2014, low attainment was linked to the number of pupils with statements of special educational need. In 2015, attainment was average and better in writing than in previous years. Current pupils are making good progress at Key Stage 1.
- In 2014, attainment and progress at Key Stage 2 were broadly average. Achievement declined in 2015 because Year 6 pupils did not demonstrate enough progress in reading and mathematics. This was the result of a legacy of weak teaching for this group. Although they made good progress during their last year, it was not enough for all of them to catch up. The current Year 6 had caught up by the end of Year 5 and are in a stronger position to meet the more demanding requirements of the 2016 end of key stage tests. They are being better prepared for the next stage of their education than during the previous year.
- There are too few disadvantaged pupils or those with special educational needs or disability to comment on their outcomes.

### **Early years provision**

**is good**

- The effective leadership of the early years and the skilled work of the teaching assistant provide a stimulating curriculum. The well-planned and stimulating learning environment provides good opportunities for children to play productively and develop well.

- Effective teaching of phonics is enabling children to make at least typical progress from their starting points on entry in reading and writing. At the beginning of the school year, children's formation of initial and final sounds was irregular. Letter sizes and shapes are now well formed, although there is a mix of capital and lower-case letters. Children are forming sentences and their writing is understandable. A visit to see a play stimulated their semi-independent writing well.
- The well-documented 'learning journeys' for Reception pupils also demonstrate at least typical progress in number and shape, and space and measures. Recent assessments with well-annotated photographs show children recognising and using single- and some double-digit numbers. Children are beginning to use mathematical terms for measuring, such as 'half full'.
- Perceptive observation and effective questioning promote good development of thinking, communication skills and vocabulary in indoor and outdoor play.
- Children have good opportunities to interact with and learn from adults. A parent said she was happy with the high level of adult support and her child's progress in reading.
- Staff visit other providers, which helps with the transition from playgroup to school. Discussions with other providers about the assessment of children at the point of transition have not been developed.
- Due to the very small numbers, children have limited opportunities to interact with a range of pupils of a similar age.

## School details

<b>Unique reference number</b>	121389
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10002067

This inspection 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	27
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Pagliaro
<b>Headteacher</b>	Claire-Marie Habbishaw
<b>Telephone number</b>	01757 618320
<b>Website</b>	<a href="http://www.drax.n-yorks.sch.uk">www.drax.n-yorks.sch.uk</a>
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<b>Date of previous inspection</b>	8 October 2013

## Information about this school

- A new governing body was appointed in 2014. A new headteacher, teacher and administrator took up post in September 2014.
- This is a very small primary school. In January 2016, the school started to admit children from the age of three.
- Pupils attend the Nursery year on a part-time basis and the Reception year on a full-time basis.
- The number on roll has fallen due to demographic factors. As a result, the governing body is planning a staffing restructure.
- The governing body is consulting with parents about an academy conversion proposed for 1 September 2016.
- The proportion of disadvantaged pupils supported by pupil premium funding is currently below average.
- The proportion of pupils from minority ethnic backgrounds is well below average.
- The proportion of disabled students and those who have special educational needs or disability is below average.
- In 2015, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- The inspector observed the quality of teaching and learning in both classes, including observing teaching jointly with the headteacher.
- The inspector looked at pupils' work, listened to pupils read and talked to them about their learning and their experiences at school.
- Discussions were held with the headteacher, middle leaders, the members of the governing body and a group of pupils. The inspector also talked with a representative from the local authority.
- The inspector evaluated a wide range of school documents, including the school development plan, the school's self-evaluation, information on pupils' progress, records of the checks made on the quality of teaching and pupils' work, and information on safeguarding.
- There were too few returns to Ofsted's online questionnaire, Parent View, to consider. The inspector had brief discussions with a few parents at the school gate.

## Inspection team

Bernard Campbell, lead inspector

Her Majesty's Inspector

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