

# Nawton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121306
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	313939
<b>Inspection dates</b>	21–22 January 2008
<b>Reporting inspector</b>	Don Mason

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Gentry
<b>Headteacher</b>	Mrs N Johnson
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	School Lane Nawton York North Yorkshire YO62 7SF
<b>Telephone number</b>	01439 771245
<b>Fax number</b>	0

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried by one Additional Inspector.

## Description of the school

All the pupils in this small village school are from White British families. They come from a wide variety of social and economic backgrounds, some from four local villages and some from further afield. The proportion of pupils with learning difficulties and/or disabilities is just above average overall but varies considerably from year to year. The school has received several awards including, most recently, an Inclusion Quality Mark, Healthy Schools Award, Artsmark and an award relating to the induction of children into the Foundation Stage. The headteacher was appointed in April 2007.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which enables pupils to achieve well and make good progress in their personal development. Its special strength is its inclusive, caring ethos and the fact that pupils feel safe and secure because of the good care they receive from adults who know them really well. Parents are extremely supportive of the school, making comments such as, 'I can't praise the school enough. The teachers work so hard and my child has come on in leaps and bounds since she started.' The pupils' good personal development is reflected in the care they show for each other in and out of lessons. They speak with great pride and enthusiasm about their school expressing appreciation for the opportunities available to them.

As a result of good teaching, pupils make good progress in the Foundation Stage and Key Stage 1. The quality of teaching in Key Stage 2 is more variable and the rate of progress has not been as rapid as in earlier key stages until very recently. Overall, pupils make good progress and standards at the end of Year 6 are above average. This represents good achievement. However, although standards at the end of Year 6 remain above average, there has been a decline, in recent years, from exceptionally high standards, particularly in English. As a result, a rigorous system to check pupils' progress has recently been introduced and pupils' attainment in English and mathematics is now formally checked more often. The use of this information has led to an improvement in the quality of teaching, especially in Key Stage 2. It has given teachers a means by which they can easily identify pupils in danger of falling behind and provide them with appropriate support. Recent assessment information shows a clear improvement in pupils' progress, particularly in English, because of the work undertaken to improve the teaching of phonics and writing. Despite this improvement in teaching, there are still occasions when some teachers do not use the information about pupils' achievements well enough to match work to the different abilities. In addition, teachers sometimes speak to the whole class for too long and pupils do not always have sufficient time to work on activities at their ability level. As a result, the progress made by pupils, especially the more able, is not always as good as it should be. Pupils with learning difficulties and/or disabilities make good progress because of the careful monitoring of their progress and the well planned support they receive from well trained, conscientious teaching assistants.

Academic support is satisfactory and not as strong as the pastoral care for pupils, which is good. This is because measures to improve the academic guidance given to pupils are too new to have had a significant impact on their learning. In Key Stage 1 pupils are given good advice about how to improve their work, especially in writing, and they are encouraged to make simple evaluations of their own achievements. This good beginning is not built on well enough in Key Stage 2 where the quality of guidance offered to pupils through marking and the use of targets is more variable. It is best in writing where good advice is increasingly helping pupils to make better progress.

The attractive displays and beautiful art work around the school illustrate the breadth of the curriculum. It enables pupils to make good progress in their personal development, in their understanding of healthy living and in the basic skills of literacy, numeracy and information and communication technology (ICT). The curriculum is improving as teachers seek to provide more stimulating activities which link the learning between different subjects. Pupils make a satisfactory contribution to the community through events such as concerts and charity fundraising. Most responsibilities are given to pupils in Year 6 and the school council has only

just been re-established. The care which pupils show towards each other has not been formalised into responsibilities such as playground buddies or play leaders.

The new headteacher has high expectations for the future success of the school. She has accurately identified the school's development needs and is moving the school forward. As a result of her inclusive leadership and evident care for the welfare of pupils and adults in school, staff are positive about the future and open to new ideas. The much improved assessment arrangements and the clear evidence of more rapid progress in pupils' achievement, especially in Key Stage 2, and in reading and writing, provide evidence of the school's good capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children's attainment on entry is generally below the level expected for their age. As a result of the good leadership of the teacher in charge and the very good induction procedures, which have been acknowledged by a national award, children settle very well and make good progress in all aspects of their learning. By the time they enter Year 1 almost all pupils reach the nationally expected levels and often exceed them. The fact that Year 1 pupils share the class means that the transition to Year 1 is seamless and children continue to benefit from the Foundation Stage curriculum for as long as they need it. Staff provide a good range of adult-led and child-initiated activities inside and out. The children are highly motivated and clearly enjoy their time at school. The teaching of phonics is well organised, much enjoyed by the children, and is having a positive impact on the development of their literacy skills. Good systems to check children's progress are in place and staff use the information effectively to meet the learning needs of individual children. The class teacher has close links with local schools which brings new ideas and an exchange of views to the school. Children in the Foundation Stage are well prepared for the next stage in their education.

## **What the school should do to improve further**

- Use the improved assessment information, particularly in Key Stage 2 and especially for the more able, to ensure that work is always well matched to pupils' abilities and in lessons give pupils more time to work on activities at their ability level.
- Build on the examples of good practice in school to give all individuals better information about what they do well and what they need to do to reach the next level.

## **Achievement and standards**

### **Grade: 2**

Pupils make good progress overall although the rate of progress has been slower in Key Stage 2 than in Key Stage 1 and the Foundation Stage. This difference is reflected in the results of national tests at the end of Year 6 and helps to account for the decline, in recent years, from the very high standards which pupils previously attained particularly in English. The staff have made strenuous efforts to reverse this decline by improving the teaching of phonics, reading and writing. The school's most recent data shows that the rate of progress is accelerating, particularly in Key Stage 2, and is now good overall. This is partly due to the fact that the new, more rigorous system for checking pupils' progress enables teachers to identify pupils in danger of falling behind quickly so that appropriate support can be provided.

## Personal development and well-being

### Grade: 2

Most pupils behave very well and display positive attitudes in their work and play activities. They are friendly and self-confident. A small number of emotionally vulnerable pupils make good progress in managing their behaviour. This is because they are guided effectively by the calm, patient and supportive manner of the adults who work with them. Pupils' social, moral, spiritual and cultural development is good. Pupils have a well defined sense of right and wrong. Their understanding of the cultural diversity of the society in which they live, although satisfactory, is underdeveloped. The headteacher has sought the views of pupils but the school council is new and is not yet having an impact on pupils' personal development. Well above average attendance is an indication of pupils' good enjoyment of school. They take full advantage of the wide range of sporting opportunities available to them and have a good understanding of how to keep themselves safe and lead healthy lives. Pupils attain good standards in the basic skills and ICT which helps prepare them for their later life and the world of work. At present they have fewer opportunities to take part in activities which allow them to work in groups, take on responsibilities and make decisions.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good and enables the pupils to make good progress. Lessons are calm and purposeful and pupils enjoy their learning. The quality of teaching is strongest in the Foundation Stage and Key Stage 1. In Key Stage 2 the picture is more varied. Occasionally teaching is more formal and teachers sometimes speak to the whole class for too long which reduces pupils' motivation. The quality of teaching is rising as teachers make better use of the improved assessment information to set work which matches pupils' needs more effectively. However, on occasions, in Key Stages 1 and 2, the whole class is given the same activity with too little attention paid to the different ability levels of the pupils, here progress slows. Less able pupils receive good support from talented teaching assistants to help them do. The teachers' better understanding of their pupils' achievements is helping them to give more detailed advice about how to improve their work, particularly in writing and this is having a positive impact on the pupils' progress.

### Curriculum and other activities

#### Grade: 2

The curriculum makes a considerable contribution to pupils' good personal development and understanding of healthy living. Pupils' lives and enjoyment of school are enriched by participation in additional activities in sport, art and music. Curriculum enrichment is good and acknowledged by a number of awards including the Football Association 'Charter Mark'. The school is beginning to see successes in its efforts to make its day-to-day curriculum more exciting and meaningful to the pupils. An example of this is the recent work undertaken by Year 5 and Year 6 in geography. Instead of carrying out a river study in theory, they visited a local river and took part in a variety of practical activities which provided significant stimulus to their enjoyment and their learning in the basic skills as well as in geography. Teachers are also making more effective links between subjects. In a mathematics lesson, Year 2 and Year 3 pupils were extremely keen to learn how to share a chocolate bar fairly and accurately because

this skill had a direct bearing on the work they were to do in design technology and in their topic work on fair trade. Pupils say that their lessons have become more interesting in the last year and they appreciate the hard work of their teachers.

## **Care, guidance and support**

### **Grade: 2**

Pupils thrive and grow in self-confidence in this small school community because of the good care they receive from adults who know them very well. Procedures to ensure pupils' safety and well-being are securely in place. Pupils with additional learning needs are well catered for and the patient, thoughtful care they receive is much appreciated by their parents. This is reflected in a typical comment from parents: 'I am very pleased with my child's progress over the years and with the care and attention he has received from the teachers and the teaching assistants. He has thoroughly enjoyed his time at school.'

A number of measures have been introduced to improve the guidance offered to pupils about their achievements and what they have to do to improve their work but these are at an early stage of development. The quality of marking is variable and best in writing where targets are being used well to focus pupils' attention on how they can improve their work.

## **Leadership and management**

### **Grade: 2**

Staff are responding positively to the strong leadership of the new headteacher who has a secure understanding of the strengths and weaknesses of the school and clear ideas on how to bring about further improvement, building on existing strengths. She is determined that all pupils, especially the more able, make even better progress. Her main task has been to improve the arrangements for checking pupils' progress and, with the teachers, to use the information to ensure that all pupils make the progress they are capable of. Early evidence shows that pupils are making more rapid progress towards reaching their challenging targets. Subject leaders provide effective support for colleagues in a variety of ways. Most resources have been put into improving achievement and standards in English with clear evidence of success. The school works well with parents, local schools, other agencies and the local authority to promote pupils' learning and well-being. Governors provide strong support for the school. They gain a good understanding of the school's strengths and weaknesses because of the regular meetings which they organise to evaluate its performance.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I really enjoyed my visit to your school. Thank you for being so helpful and friendly. I particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. I am only sorry that the weather was so bad that I could not see all your super outdoor facilities in action! Your school provides you with a good education.

**Good things about your school**

- You make good progress in your work and standards at the end of Year 6 are above average.
- Your attendance is very good. Most of you behave very well most of the time and thoroughly enjoy your time at school.
- The teachers have been making changes in the way they teach you, especially in English, to help you make even better progress.
- You are proud of your school and the after-school activities, especially sports and musical productions, which the teachers provide for you.
- You get on well with the adults in school and they take good care of you.
- Your new headteacher is making changes which are making the school even better.

**What I have asked your teachers to do now**

- Use the more detailed information they have about your achievements to make sure that they always give you work at the right level and enough time to work on it.
- Tell you more about what you are doing well and what you need to do to reach the next level in your work.

You can help your teachers by continuing to work hard and look after each other as well as you do now. Keep up the very good attendance!