

# Drax Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	121389
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	313973
<b>Inspection date</b>	19 November 2007
<b>Reporting inspector</b>	Les Schubeler

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	29
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs K Deacon
<b>Headteacher</b>	Mrs J Holmes
<b>Date of previous school inspection</b>	24 May 2004
<b>School address</b>	Castle Hill Lane Drax Selby North Yorkshire YO8 8NP
<b>Telephone number</b>	01757 618320
<b>Fax number</b>	01757 618815

---

<b>Age group</b>	4-11
<b>Inspection date</b>	19 November 2007
<b>Inspection number</b>	313973

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional inspector.

## Description of the school

This is a much smaller than average sized primary school serving a small village. The number of children is set to rise after a significant fall. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is well above the national average, as is the number of pupils who join or leave the school during the course of the year. There are two mixed-age classes in the school. There has been a significant level of disruption to staffing in the last two years. The school has received the Quality Mark in recognition of its provision for pupils with learning difficulties and/or disabilities and the Sports Activemark.

## 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 and improving school. Effective teaching and high quality care contribute substantially to pupils' good personal development and enable them to achieve well. Good leadership and management place the needs of all pupils, regardless of age or ability, at the heart of the daily life of the school. There is a firm focus on the learning and all-round development of individual pupils.

Standards fluctuate greatly year-by-year, particularly in English. This is due to the very small number of pupils, the fact that a significant number join or leave the school during the course of the year and the proportion of pupils with learning difficulties and/or disabilities.

Nevertheless, the general pattern is that pupils attain average standards in English, mathematics and science by the end of Year 6. This represents good achievement relative to their individual starting points. Progress is consistently good in reading, but has been slower in writing in the last few years. The school has identified this and standards in writing are rising as a result of the developments that are taking place.

Children settle quickly into the combined Reception and Key Stage 1 class and make good progress in most areas of learning. Good teaching, throughout the school, makes effective use of a rigorous system that tracks the progress of individuals in English and mathematics. This accounts for the good achievement that exists. However, pupils are not sufficiently made aware of their targets or how to improve their work.

A well-planned, wide range of out-of-school activities contributes significantly to pupils' good personal development. Their involvement in drama and musical productions are 'fantastic' and 'a credit to the school staff', according to parents; these opportunities are particularly notable and enjoyed by all. The provision for information and communication technology (ICT) has made further improvements since the last inspection and is being steadily developed to support pupils' learning across all subjects.

Pupils enjoy school, have positive attitudes to learning and greatly appreciate the help provided by all the adults who work with them. Pupils behave well as a result of clear expectations and very good relationships with all around them. They have a good understanding of the importance of healthy lifestyles and enthusiastically participate in the wide range of physical activities that the school offers. They feel that one of the strengths of the school is that, 'we care for each other'. The school's family atmosphere, coupled with the staff's care for each individual, means that pupils feel safe and valued. Some parents have been unsettled by the disruption to staffing, but many are appreciative of the staff's 'deep commitment to the school and children'. The inspection judges that levels of pastoral care are high and are based on mutual respect between all adults and pupils.

The quality of teaching throughout the school is good. Teachers, well supported by committed and effective teaching assistants, manage the mixed-age classes very well, ensuring that activities meet the needs of all pupils, including those who require more help with their learning.

Leadership and management are a major influence on the school's improving performance. The headteacher has a clear vision for the direction of the school and has taken effective action that is improving its performance. Caring and committed leadership helps to create a positive ethos which enables pupils to flourish. Staffing difficulties and changes in recent times have meant that the development of other staff, for example to monitor the work of the school, has been limited. However, evaluation of the school's work is accurate and the process to develop

a shared and determined commitment to raise standards among all staff has been effective. Thus, the capacity for further improvement is good. An active governing body supports and challenges the headteacher and helps the school to provide good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Good provision in the Foundation Stage is managed well and founded on effective teaching and high levels of care. Strong links with the local playgroup ensure that children soon find their bearings and settle quickly when they start school. They behave well and enjoy their learning. Activities are carefully planned and checked to ensure that they meet young children's needs. Children benefit from close contact in the same class with pupils in Years 1 and 2 and make rapid progress in the development of their social skills. Staff understand the needs of young children well and plan lively activities which stimulate their curiosity and desire to learn. Teaching and learning are of good quality and all learners are valued, cared for and very well supported. The curriculum provides an appropriately rich variety of experiences that helps the children to become more confident and communicate successfully. Children, consequently, make good progress relative to their individual starting points in all areas of their learning, particularly in mathematical development and personal, social and emotional development.

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

- Ensure that pupils are more involved in their target-setting so that they have a clearer understanding of how they can improve their work.
- Extend the roles of staff so that the responsibility for monitoring the work of the school is more widely spread.

## **Achievement and standards**

### **Grade: 2**

Good achievement is the direct result of successful teaching and the regular use of assessments, which concentrate closely on the progress of individual pupils. The results in 2007 provide a good example of how adept the school is becoming at raising standards and increasing achievement. Overall standards at the end of Year 2 were above average, partly because reading was well above average. Similarly, the good progress made by pupils in reading by the end of Year 6 signifies strong teaching in this respect. At the end of Key Stage 2, results in English, mathematics and science were close to the national average, although standards in writing were not as high as those in reading. However, an effective focus on the improvement of pupils' writing is currently leading to more rapid progress and higher standards throughout the school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils are considerate, friendly and polite. Their good attendance is a reflection of pupils' enjoyment of school life. They express confidence that staff will listen and take appropriate action if they have a concern or worry. They are keen to help one another and cheerfully take on responsibilities in the school community. They take an active interest in the wider community, too. They have created good links with a local nursing home. They sing Christmas carols and present harvest gifts to the residents and invite them to their school productions. The school council is active. Its members take full advantage of opportunities to raise funds for charities and for the school. They also

play a valued part in the interviewing process for the appointments of teaching staff. Pupils' good social skills and the development of their basic skills mean that they are adequately prepared for the next steps in their educational careers and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers know the pupils well and plan lessons that take fully into account the age range in the class and pupils' individual needs. Pupils say that they rarely find the work too easy or too difficult. Teaching assistants provide good quality support, enabling all pupils, including those with learning difficulties and/or disabilities, to progress well. A good range of resources, including ICT, is used to sustain pupils' interest. Pupils' behaviour is well managed and this ensures that pupils are attentive and concentrate on their work. Teachers use assessment data well to keep them informed of rates of progress throughout the year. However, assessment procedures do not form part of everyday practice in the classroom to enable pupils to have a clear understanding of what they need to do to make their work better.

### **Curriculum and other activities**

#### **Grade: 3**

The school's satisfactory curriculum is significantly enriched by additional activities that broaden pupils' interests and experiences. The school has many clubs that are well supported by adults and pupils. Teachers bring learning alive with visits to places of interest such as the local church and Barlow Common nature reserve. Visitors, such as regular sports coaches, come to the school to extend pupils' knowledge and skills. Pupils are given opportunities for first-hand experiences as evidenced by the attractive mosaics in the school grounds. Such a wide range of activities makes a valuable contribution to pupils' learning, enjoyment and personal development. The development of a thematic approach that enhances pupils' understanding and skills across different subjects is still in its infancy and there has not yet been time to assess its full impact on pupils' learning. Due to a lack of a sheltered area in the outdoor provision, free flow play is restricted during bad weather, limiting the experience for Reception children in some areas of learning.

### **Care, guidance and support**

#### **Grade: 2**

Valuable support from outside agencies contributes considerably to pupils' good personal development and progress. High standards of care and support, both within the school and through effective links with external agencies, enable pupils with learning difficulties and/or disabilities to take a full part in school life and make good progress. Safeguarding procedures are in place. Pupils say that they feel safe and there is a relaxed and friendly atmosphere in the school. Pupils are made to feel at ease by the school's arrangements to support their transfer to secondary school. Academic guidance is satisfactory and improving. The information gained from monitoring pupils' progress is helping the school to identify individual learning needs and how best to support them. Some of the older pupils are becoming more aware of their targets and of how to reach them, but the practice is not yet widespread throughout the school.

## Leadership and management

### Grade: 2

The headteacher knows pupils and staff well. As a result, outcomes in relation to pupils' personal development are good. This is further underpinned by the good care and support provided. The school's view of its performance is realistic. However, the development of teachers' roles to monitor the work of the school has been limited. Achievement in Key Stage 1 has improved since the last inspection and the general picture is very encouraging. Strategies have been introduced to make sure a consistent pattern of good achievement is a common feature in all that the school does. The impact of this can be seen in the increasing numbers of pupils now beginning to forge ahead in their learning. There are strong and productive links with secondary schools, other small primary schools and the local playgroup. Good advantage is taken of some of these links so that pupils are not penalised by the school's small size. The improvements made, together with the strong leadership of the headteacher and the good teamwork amongst staff and governors, mean that the school is well placed to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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	3
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	2
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?	3
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	2
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

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Drax Community Primary School, Selby, YO8 8NP

Thank you for the warm welcome you gave to me when I inspected your school recently. I would like to thank you for being so courteous and friendly. I enjoyed talking to you and finding out your views about the school. I spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. I came to the conclusion that Drax is a good and improving school.

I think your teachers and teaching assistants care for you and look after you well. This helps to keep you safe and healthy. I know, too, that you enjoy school and all of the extra activities that are arranged for you.

It was very pleasing to see that you get on well with one another and all the adults who work with you. I was impressed by the consideration shown by the older pupils to the younger ones. I think that you are working well and increasingly making better progress. However, I think that you and your teachers could work together even better to make sure that you understand how to get to the next step in your learning. I have also asked your headteacher to share responsibilities for managing aspects of the school with other staff.

I am sure that you will carry on enjoying school and continue to build on the improvements that you are making now. Most of all, I hope that you will continue to work hard and help all the staff to make Drax an even better school in the future.