

Camblesforth Community Primary School

Inspection report

Unique Reference Number	121441
Local Authority	North Yorkshire
Inspection number	313990
Inspection dates	23–24 September 2008
Reporting inspector	Les Schubeler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	93
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Dr Melanie Wedgebury
Headteacher	Mrs Liz Parker
Date of previous school inspection	31 January 2000
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Mill Lane Camblesforth Selby North Yorkshire YO8 8HW

Age group	5–11
Inspection dates	23–24 September 2008
Inspection number	313990

Telephone number
Fax number

01757 618249
01757 618758

Age group	5-11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Camblesforth Primary School is a smaller than average school serving a former mining village and the surrounding area. The proportion of pupils who have learning difficulties and/or disabilities is below average, as is the proportion of those entitled to free school meals. Almost all pupils are of White British heritage. There are two mixed-age classes in addition to the Reception and Year 6 classes. The school has received the Activemark and the Healthy Schools Award. The headteacher has been in post since January 2006.

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 with some outstanding features. These include the inspiring leadership of the headteacher and the excellent quality of care and support, both of which help to promote pupils' good achievement and personal development.

Pupils are welcomed into a caring and supportive environment from the moment they enter the school. Their behaviour and attitudes to learning are excellent. Pupils enjoy school hugely and this is reflected in their above average attendance. The quality of relationships throughout the school is excellent. They appreciate the 'kind, helpful teachers' and the 'opportunity to do lots of things'. Pupils' spiritual, moral and social development is good and is underpinned by an inclusive ethos where everyone is treated with equal respect. However, limited opportunities to contact and learn about communities that contrast with their own hinder pupils' cultural development.

Children start school with weak communication and social skills, but they make good progress from their starting points.

Good teaching and pupils' enthusiasm to learn ensure that they make good progress through the school. Rigorous assessment procedures enable teachers to focus closely on pupils' learning needs and consequently pupils achieve well. As a result of a whole-school focus on enhancing pupils' literacy skills, the results in Year 6 national tests in 2007 showed a significant improvement in English. Pupils' work and school data indicate this improvement was sustained in 2008. Standards are rising. They are above average in science and just above average in English and mathematics by the end of Year 6. However, not all able pupils reach the higher levels in English and mathematics.

The curriculum is well planned. A renewed focus on literacy skills has resulted in successful outcomes for most pupils. The curriculum is enriched by a good range of activities that includes residential trips, clubs, and visits to museums, the theatre and a horticultural centre. These are particularly valuable in promoting pupils' learning and broadening their experiences. Excellent pastoral care and effective, targeted support for individual pupils combine to underpin an ethos that includes and values all pupils equally. Parental views were reflected in the comment, 'I feel when I send my kids off to school in the morning I am sending them to their second family.'

Effectively supported by a colleague in the senior leadership team, the headteacher ensures that a strong commitment to improvement is at the heart of everything the school does. There is an effective programme of self-evaluation that leads to clearly identified strengths and areas for development. The school has successfully tackled the areas for improvement identified at the last inspection. Standards in writing are higher than they were and there are now strong links with parents, who appreciate the work the staff do in providing such things as the breakfast club and the wide range of extra-curricular activities. Parents see the school, in their words, as 'vibrant and welcoming'. As a result of these successes and pupils' improving achievement, the school has good capacity for further improvement and is well placed to move forward with confidence.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are given a good start in Reception. They arrive with skills that are generally below those typical for their age in their personal and social development, mathematical development,

and their communication and language skills. They make good progress through Reception in all areas of their learning. They learn to work and play together and develop good attitudes. By the time they enter Year 1 most children are working securely within the early learning goals in language, numeracy, and personal, social and emotional development.

The quality of teaching and the curriculum are good and there are excellent opportunities for children to learn through talking and practical activities. Children learn well because teachers provide a good balance between direct teaching and allowing children to explore and work independently. There are good resources both indoors and outdoors, but children's freedom to work and play outside is restricted by the lack of a covered area when there is poor weather.

The Early Years Foundation Stage (EYFS) is well led and managed. Children thrive in a stimulating, happy and caring environment in which their welfare is well promoted. Their personal development and well-being are effectively fostered. Adults ensure that good standards of hygiene are maintained and they rigorously ensure that children are safe. Children's progress is carefully assessed and good relationships between school and home enable parents to be kept well informed.

The teacher and teaching assistant form an effective team and careful planning makes sure that provision is consistently good. There are very thorough induction arrangements to enable children to settle happily into Reception.

What the school should do to improve further

- Increase the proportion of able pupils who reach the higher levels in English and mathematics.
- Ensure that pupils develop a better understanding of communities that contrast with their own.

Achievement and standards

Grade: 2

At Key Stage 1, pupils make good progress and as a result of measures taken by the school in the last two years, they are now making faster progress. Pupils' work and the school's assessment records indicate that standards have risen to above average in reading, writing and mathematics at the end of Year 2.

Standards in Year 6 are above average in science and broadly average in English and mathematics. This represents good achievement given pupils' starting points.

Good teaching, more robust assessment procedures and a focus on the development of pupils' speaking and listening skills, together with the more rigorous teaching of phonics in Key Stage 2, have ensured that the improvement in writing standards evident in 2007 has been sustained. However, the school's assessment indicates that the proportion of pupils who reached the higher levels fell short of the challenging targets that were set in English and mathematics. The support for pupils with learning difficulties and/or disabilities is good and helps these pupils to achieve well.

Personal development and well-being

Grade: 2

Pupils feel very confident that they can always get help if they need it from adults in the school. Consequently, they feel safe. They have an excellent understanding of how to adopt healthy, safe lifestyles. They are enthusiastic about growing their own vegetables. They participate with

gusto in a wide range of physical activities, which also adds to their enjoyment of school. Pupils accept responsibility and contribute well to the school community. For example, the school council is beginning to make its voice heard on a variety of issues and has been particularly involved in decisions about the acquisition and use of play equipment. Pupils help to raise funds for a wide range of charities. This experience of teamwork, combined with their growing self-confidence and secure academic skills, prepare them well for the next steps in their education.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, excellent relationships between teachers and pupils, together with high expectations of good behaviour, produce an atmosphere in which pupils work positively. Teachers enable pupils to learn through instruction and by sharing ideas and working things out for themselves. Teachers' skilled use of practical resources and interactive whiteboards enlivens learning. Their planning is good overall. Assessment procedures have been developed well over the last two years and are used effectively and consistently across the school. They enable teachers to track the progress of all pupils and pinpoint individual needs. Nevertheless, the work teachers set does not always challenge the more capable pupils. Where this is the case, the pace of these pupils' learning slows. Skilled teaching assistants are effectively used to support all pupils, including those who find learning difficult. Teachers' marking of pupils' work is good and helps pupils to know what they are doing well and what they need to do to improve.

Curriculum and other activities

Grade: 2

An increased emphasis on the provision of speaking and listening activities, drama and role play across all subjects has had a positive impact on the quality of pupils' writing. However, the planned work does not always challenge the able pupils to best effect. The curriculum includes a good range of practical learning activities. One afternoon each week is allocated to the school's 'Cre8' programme, which is developing pupils' creative skills and includes a good variety of group activities such as baking, sewing, dance, drama and crafts. Good links with parent helpers enhance this area of the school's provision. These help to promote the pupils' good personal development and well-being, especially their enjoyment and interest in learning.

The school has taken positive steps to involve pupils in designing aspects of the curriculum. Work based on pupils' stated interests adds to their motivation.

Care, guidance and support

Grade: 2

Pastoral care for all pupils is excellent. The school provides high quality support in a family atmosphere and an attractive and safe environment. Safeguarding and health and safety arrangements are firmly in place. Vulnerable pupils are very well supported and there are excellent links with outside agencies to ensure that these pupils are given every opportunity to succeed. There are very good arrangements to settle new children into school and to ease their transfer to secondary school.

Systems to track pupils' progress have recently been improved and are now thorough. School leaders use these meticulously to evaluate pupils' progress and the impact of provision on progress. Teachers too are becoming more skilled in analysing achievement. The process of setting individual targets is established in English and mathematics and pupils can usually say what they need to do to improve. However, the procedures are not followed with sufficient rigour to ensure that all able pupils reach their challenging targets.

Leadership and management

Grade: 2

The headteacher's excellent and inspirational leadership provides a clear direction for the school. It is the driving force in bringing about changes that have secured some improvements and laying the foundations for further improvement. The school's leaders share a resolute commitment to raise standards. Together, they have a secure understanding of the school's strengths and areas for development. Governors fulfil their duties diligently and give good support.

The headteacher is developing a team of staff who share her vision and sense of purpose. The school has a good understanding of its strengths and weaknesses and improvement planning is focused on outcomes for pupils. Targets are demanding for all pupils. The process of setting targets is for the most part effective in Key Stage 2 but some able pupils do not meet their targets in English and mathematics.

Effective checks on the quality of teaching and learning have led to improvements in teaching writing across the school. Strong, positive links have been forged with external agencies that further support pupils' learning and well-being.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	3
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**

Inspection of Camblesforth Community Primary School, Selby, YO8 8HW

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 listening to 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. Camblesforth 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 your 'kind and helpful' teachers arrange for you. You told me how much you enjoy many things that you do during or after school: the sports, the music, visits to the pantomime or Eureka, for example, and the art, gardening and cookery clubs. It came as no surprise when the older pupils told me they will be sorry to leave Camblesforth.

It was lovely to see that you get on so well with one another and all the adults who work with you. I was impressed by how kind you are to each other and how well the older pupils look after the younger ones. You are working well and making good progress, although some of you who find learning a bit easier than most could do a little better in your English and mathematics tests at the end of Year 6.

To help your school to improve even more, I have asked your headteacher and the other staff to help more of you reach the higher levels in English and mathematics at the end of Year 6. You can help, too, by paying careful attention to the advice that your teachers give you. I have also asked them to try to see that you have more opportunities to learn about communities that are very different from your own.

I am sure that you will carry on enjoying school and improving your work. Most of all, I hope that you will continue to try really hard and to help all the staff to make Camblesforth an even better school in the future.