

Tadcaster East Community Primary School

Inspection report

Unique Reference Number	121446
Local Authority	North Yorkshire
Inspection number	359015
Inspection dates	8–9 December 2010
Reporting inspector	Keith Bardon

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	127
Appropriate authority	The governing body
Chair	Mr Tony Morgan
Headteacher	Mrs Donna Bedford
Date of previous school inspection	20 February 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, observed six teachers, held meetings with staff, members of the governing body and pupils, and talked informally with parents and carers. The inspectors observed other aspects of the school's work and looked at a range of evidence including policies, improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 44 questionnaires returned by parents and carers.

The inspectors reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment at the end of Key Stage 1 and how it compares with that of pupils at the end of Key Stage 2.
- The consistency of the quality of teaching and what effect any unevenness has on pupils' progress.
- The curriculum and how well it promotes pupils' enjoyment of learning and support the development of their basic skills.
- The school's self-evaluation and how well it provides leaders, managers and governors with a sufficiently detailed and accurate picture of performance.

Information about the school

Tadcaster East is smaller than the average-sized primary school. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils who have special educational needs and/or disabilities is average. There are no pupils with a statement for their special educational needs. The school has achieved the Activemark award for promoting pupils' physical activity. Since it was last inspected the deputy headteacher has retired and an assistant headteacher has been appointed from within the staff. In September 2009, school reorganisation resulted in the creation of an Early Years Foundation Stage unit to accommodate the Nursery and Reception-age children. The school shares its site with a children's centre. This is not managed by the school and will be inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Tadcaster East provides a satisfactory quality of education and cares for the pupils well. It has a warm and friendly atmosphere; most pupils enjoy school and their attendance is above average. The school has good links with parents and carers who appreciate the way the school involves them in their children's learning. Pupils' achievement is satisfactory and by the end of Year 6 standards of attainment are similar to the national average. Although a large majority of pupils read accurately and with understanding, their written work often lacks flair and creativity and contains too many grammatical mistakes. Provision and outcomes in the Early Years Foundation Stage are good and prepare children well for the rigours of the National Curriculum. At the start of the day, the entrance into the Early Years Foundation Stage classroom is alive with happy children delighted to be reunited with their friends and eager to discover the many interesting things staff have prepared for them.

The quality of teaching in Key Stages 1 and 2 is satisfactory overall and pupils make steady progress. In some lessons, particularly those at the end of Key Stage 1, pupils' progress quickens because activities have a very clear purpose and the teaching focuses sharply on what pupils of different abilities need to learn. In other lessons the work set does not meet the needs of all pupils. In some lessons too many objectives or a lack of sufficient discussion leaves pupils a little unsure of what they have to achieve. With very few exceptions pupils are attentive in class and cooperate sensibly when a task requires them to work together.

Leadership and management are satisfactory. The senior management team and governors carefully evaluate what is working well and evaluate the effectiveness of any changes. Currently, this work is mainly carried out by the headteacher and assistant headteacher and it is only quite recently that significant responsibilities have been devolved to other members of staff. Several subject coordinators, including those for literacy and numeracy, are quite new to their posts and have yet to gain the skills and experience they need to make a full contribution to school self-evaluation and improvement. The school has made steady improvement since the last inspection and made clear progress against the issues identified at that time. Plans for improvement are well considered and comprehensive. Staff feel valued and share a common understanding of what the school is trying to achieve. These factors combined give the school a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment in writing at the end of Year 6 by:

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- teaching basic skills of grammar more rigorously and ensuring pupils apply these skills to their writing
- increasing pupils' ability to write expressively and use language creatively.
- Ensure that teaching is consistently good or better by:
 - sharing the most effective practice fully across the school
 - providing work that is closely matched to pupils abilities and challenges them fully
 - ensuring that lesson objectives provide sharp targets and are discussed fully with pupils.
- Ensure that subject coordinators, especially those recently appointed for literacy and numeracy, are in a position to make a full contribution to school self-evaluation and improvement.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Most pupils say that they enjoy school, although the enthusiasm shown by older pupils is not as universal as that of the younger ones. Pupils of all ages listen carefully to the teachers, try hard to absorb information they are given and follow instructions carefully. Younger pupils answer questions willingly and, with encouragement, volunteer ideas or make observations. Older pupils are often less inclined to get involved. While some share what they know and understand readily during discussions, a significant proportion sit quietly and only contribute when asked a direct question. They are much happier when working in pairs or small groups, sharing responsibilities amicably and allowing everyone to participate. They understand the importance of having targets to meet to help them improve and appreciate the help teachers provide when they are having difficulties.

From a starting point on entry to Early Years Foundation Stage that is generally below that expected children make good progress. As a result, by the end of Reception a very large majority of children are working securely within the levels expected for their age and some are moving beyond. Pupils' attainment at the end of Key Stage 1 is rising and building successfully on this good start. Attainment has risen year-on-year and in 2010 was above average and particularly strong in reading and mathematics. Improvement has not been as noticeable in Key Stage 2, although pupils make steady gains in knowledge, understanding and skills. Overall achievement is satisfactory and by the end of Year 6 attainment is broadly average in both English and mathematics. Reading is considerably better than writing and pupils' grammar skills and ability to write expressively hold down their attainment. Pupils with special educational needs and/or disabilities are fully included in lessons and with careful support they make satisfactory progress.

Pupils say they feel safe and secure in school because staff are kind and approachable. Most pupils are considerate to others and behave well around school, but at times older pupils are too passive in lessons and this makes it difficult for teachers to get the best from them. Pupils of different ages have a satisfactory understanding of the importance of

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healthy living Younger pupils participate enthusiastically in the daily 'activate' exercises but levels of physical fitness vary widely. Pupils willingly take on responsibilities around school that benefit others and value the contribution they make through the school council, but have only limited opportunities in the wider community. Regular attendance and the steady development of basic skills provide a satisfactory platform for future learning and beyond. Most pupils understand how their actions affect those around them and try hard to adhere to the school rules. Pupils enjoy the arts and value their own culture but their experience and awareness of different communities and the multicultural nature of modern Britain are less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers often make good use of pupils' own experiences to give lessons relevance and purpose. In several good lessons observed teachers fully exploited a recent visit to a pantomime to extend literacy skills. As a result, pupils produced good quality work creating their own characters and acting as theatre critics. In other lessons teaching is less effective because of the lack of a sharp objective and no opportunity to fully discuss what has to be achieved. This results in pupils not having a clear understanding about the purpose of their tasks. Relationships are good and most lessons progress smoothly and at a good pace. Teachers' use of assessment to match activities and outcomes to pupils' differing abilities is inconsistent. When used effectively, as observed in a well-taught

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mathematics lesson, tasks were targeted correctly to pupils' ability and included the correct amount of challenge. The skilled teaching assistant very effectively supported the lower ability pupils so that they made good progress in the lesson. This good practice is not shared across all classes. Teachers mark pupils' work regularly and often provide thoughtful advice for improvement. Pupils are set individual targets for improvement although their understanding of how and when to use them is not fully developed.

The curriculum provides satisfactory support for pupils' learning. Teachers have started to link different subjects thematically and to give thought to how best to promote pupils' skills. This development is incomplete and currently the curriculum places a little too much emphasis on factual content at the expense of the development of skills. This affects pupils' enjoyment of learning and older pupils in particular say that they get more out of some lessons than others. Literacy and numeracy are allocated sufficient time but opportunities to extend pupils' skills in reading, writing and mathematics in different subjects are not fully exploited. Pupils enjoy the good range of additional activities and clubs the school provides, many of which are available through extended services.

Pupils are provided with good quality pastoral support and guidance and enjoy very positive relationships with all staff. The school keeps a very careful watch over pupils who may be vulnerable due to their circumstances and supports them well. As a result, they attend school regularly and maintain a similar rate of progress to their peers. Pupils with special educational needs and/or disabilities are included fully in the life of the school. Their learning needs are identified quickly and appropriate support put in place. Strategies to promote good attendance are rigorous and effective resulting in attendance that is above the national average. Good links with the high school ensure pupils transfer smoothly to the next phase of their education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and assistant headteacher form a cohesive senior leadership team, sharing the same vision and ambitions for the school and promoting its development effectively. Steadily introduced changes have drawn more staff into management and decision making, although their skills in monitoring and evaluation are not fully developed. Nevertheless, throughout the school there is a common sense of purpose. The school is showing clear signs of improvement but the impact on pupils' learning and progress has yet to be fully realised. For example, pupils' development is monitored carefully but there remains some unevenness in the progress pupils make. Consequently, the effectiveness with which the school promotes equality of opportunity is satisfactory. The governing body

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provides satisfactory management. Governors are closely involved in checking the school's performance and ensuring all statutory requirements are in place. As a result, safeguarding procedures are met. The school check procedures regularly to ensure they are up to date and functioning correctly.

Constructive partnerships with local schools provide additional opportunities for pupils which enhance their learning and development. Links with the recently opened children's centre are established, but opportunities for cooperative working have yet to be fully utilised. Community cohesion is promoted effectively within the school and the locality but links with schools and organisations further afield have yet to be fully established.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children's skills and development on entry to Early Years Foundation Stage are often below that typical for their age. As a result of good teaching and the close attention all adults pay to their care and welfare, children make good progress in all areas of learning. Well planned and thoughtfully resourced activities stimulate children's curiosity and generate high levels of interest. Both in and out of doors the sound of happy children busily learning together and discovering things for themselves is everywhere. Adults engage with children regularly and positively, sharing their experiences, encouraging conversation and asking well-judged questions that promote effective learning. Encouraged by the excellent relationships they enjoy with adults, children behave and socialise well. Teachers' planning is meticulous but flexible enough to take advantage of any new circumstances that arise. During the inspection the water tray was filled with snow and populated by appropriate models, such as penguins and seals. Children took great pleasure in creating their own cold weather land, imitating the actions of the animals and learning about the characteristics of snow. Good leadership and management are

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focused clearly on continuous development. This has led to sustained improvement since the last inspection and the establishment of the Early Years Foundation Stage as a cohesive unit. The leader has correctly identified links with the recently established children's centre as an area for development. Comprehensive systems of assessment ensure staff have a clear picture of how well children are progressing and can plan the next steps in their learning. Links with parents and carers are good and currently being extended by encouraging them to share children's experiences at home to broaden the picture of the progress they are making.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

With few exceptions the parents and carers who returned the questionnaire and those who spoke to inspectors expressed very positive views of the school. They particularly like the way the school looks after their children and keeps them safe.

While a small number of parents and carers feel that the school could communicate better with them, a large majority are very satisfied with the information they receive. Inspectors looked at the information the school sends out, including the newsletters and curriculum booklets and found it to be comprehensive and detailed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tadcaster East Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 127 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	73	12	27	0	0	0	0
The school keeps my child safe	30	68	14	32	0	0	0	0
My school informs me about my child's progress	21	48	18	41	5	11	0	0
My child is making enough progress at this school	27	61	16	36	1	2	0	0
The teaching is good at this school	32	73	11	25	0	0	0	0
The school helps me to support my child's learning	27	61	16	36	0	0	1	2
The school helps my child to have a healthy lifestyle	25	57	18	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	59	16	36	1	2	0	0
The school meets my child's particular needs	30	68	12	27	1	2	0	0
The school deals effectively with unacceptable behaviour	19	43	17	39	4	9	0	0
The school takes account of my suggestions and concerns	21	48	17	39	4	9	0	0
The school is led and managed effectively	22	50	21	48	1	2	0	0
Overall, I am happy with my child's experience at this school	30	68	14	32	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 December 2010

Dear Pupils

Inspection of Tadcaster East Community Primary School, Tadcaster, LS24 8AN

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about your school.

Yours is a satisfactory school which is steadily improving. Many of you told us that you feel safe and cared for at school. This was good to hear and I know staff will be pleased. Most pupils behave well and you told us how much you value your friends. We were very impressed by how little absence there is. Good attendance is very important and something you can be proud of. Adults take good care of you and we were pleased to hear how much you appreciate the help and guidance they provide.

Most of you make steady progress in your learning and by the end of Year 6 your attainment is generally at the level we would expect for your age. To help you make even more progress we have asked teachers to make sure that the work they set is always at the right level so that it challenges you to do your best all of the time. Teachers plan lessons carefully and use your own experiences, such as going to the pantomime, well. In some lessons the learning objectives could be sharper and explained a little better so that you fully understand what you are going to learn. While many of you read well your writing is often not as good. At times, the words you use do not really bring your writing to life and too many mistakes in the way words are used reduce its quality. We also suggested staff who manage different subjects should have more opportunity to be involved in evaluating what is happening. Thank you once again for a very enjoyable two days and best wishes for the future

Yours sincerely,

Mr Keith Bardon

Lead inspector

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