

# St Mary's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	121639
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359053
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	Andrew Clark

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Helen Utting
<b>Headteacher</b>	Mrs Cecilia Knight
<b>Date of previous school inspection</b>	4 February 2008
<b>School address</b>	Baffam Lane Selby North Yorkshire YO8 9AX
<b>Telephone number</b>	01757 706616
<b>Fax number</b>	01757 290793
<b>Email address</b>	headteacher@st-marys-selby.n-yorks.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed six teachers. The inspectors held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 48 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

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

- The progress pupils, particularly the more able, make in their written work.
- The quality of pupils' behaviour.
- The promotion of pupils' literacy and numeracy skills through other subjects.
- The contribution staff with leadership responsibilities make to school improvement.

## Information about the school

This is a smaller than average-sized primary school. The proportion of pupils known to be eligible for free school meals is average. The majority of pupils are from White British backgrounds. The percentage of pupils with special educational needs and/or disabilities is average. A higher than average percentage of pupils enter or leave the school at other than the usual points. The school has achieved Healthy School status and gained the Activemark, Artsmark and the Basic Skills Quality Mark. A breakfast club and an after-school club provide registered childcare. They are managed privately and inspected separately.

The school is currently led by an acting headteacher who took up the post the week before this inspection.

**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

This is a satisfactory school. Its caring ethos ensures that pupils' personal development is positive and their behaviour is good. Pupils of all abilities, including those with special educational needs and/or disabilities, make satisfactory progress. The senior leadership team is developing in its role, although best practice in monitoring and evaluating teaching and learning is not fully embedded. Nevertheless, self-evaluation is largely accurate and has led directly to improvements, for example, in aspects of teaching and pupils' personal development. The governing body provides challenge and good support to the school and has ensured smooth transition through two changes of headship since the last inspection. It contributes well to the school's satisfactory capacity for sustained improvement.

Pupils leave Year 6 with attainment that is average overall. However, the more able pupils do not always reach their full potential, particularly in writing. Pupils are friendly, kind and tolerant towards others. They feel safe and well cared for. Their attendance is above average. Pupils show a good commitment to a healthy lifestyle through regular exercise and participation in sporting events. They have a well-developed understanding of right and wrong and of the needs of others in different circumstances.

The quality of teaching and learning is satisfactory overall. Teachers often make good use of questions to deepen pupils' understanding and extend their thinking skills. Pupils are engaged by practical activities. However, there are inconsistencies in teaching. For example, from the Early Years Foundation Stage onwards, some activities are not challenging enough. Teachers' marking does not always give pupils, particularly the more able, sufficient guidance to help them improve their work. The curriculum is increasingly well-planned to motivate pupils and make learning relevant. However, information and communication technology (ICT) skills are not regularly used as a tool for learning in other subjects. There are robust procedures to support vulnerable pupils and teaching assistant and support staff are well-deployed, which contributes to the good care, guidance and support the school provides. There is a good partnership with parents and carers. The comment, 'My child and I are very happy with the school. It is a very pleasant and enjoyable place to be,' reflects their views well.

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.

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

- Improve the quality of teaching to at least good overall in order to hasten pupils' progress by:
- - ensuring that teachers have consistently high expectations for the quality and quantity of pupils' work, especially in writing

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- - increasing the challenge to the more able pupils in all lessons and through the activities children choose for themselves in the Early Years Foundation Stage
- - making consistent use of marking and feedback to provide pupils with precise guidance for improving their work.
- Develop the effectiveness of leadership by:
  - - extending leadership and accountability more widely across the school
  - - building on current monitoring and evaluation procedures to ensure there is a sharper focus on pupils' performance and learning.
- Develop the use of information and communication technology as a tool for learning in all subjects.

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

Pupils are eager to learn and they enjoy lessons. They take a pride in presenting their work carefully, which is a significant improvement since the last inspection. They are curious about the world around them and respond well when encouraged to ask questions and solve problems. Learning is satisfactory rather than good because, for example, pupils are often unsure how to improve their work. Children start the Early Years Foundation Stage with skills which are generally typical for their age. Attainment in reading, writing and mathematics is average by the time pupils leave in Year 6. There is a general trend of improving standards which is reflected in the outcomes of Year 2 and Year 6 pupils in national tests and teacher assessments. However, the inconsistencies in the quality of teaching and learning mean that some pupils, particularly the more able, do not always make the fastest progress of which they are capable. This is particularly so in written work, but also occasionally in mathematics. Intensive support for pupils with special educational needs and or/disabilities and the targeted use of teaching assistants, for example, helps them to develop positive attitudes to learning and to make increasingly effective progress.

Pupils of all abilities have a good understanding of how to live healthy lifestyles because it is promoted very well through science teaching and other activities, such as 'Healthy School Week' and the use of the school's Millennium garden area. Their commitment to being healthy is also reflected in the take-up of school lunches and participation in sporting activities in partnership with the local secondary school. Pupils are involved in planning and organising fund raising activities. They are polite, tolerant and thoughtful towards others. As a result, lessons run smoothly. This good behaviour is an improvement from the last inspection and reflects the strengths in the care and support the school provides. Through whole-school themes, such as Global Awareness Week and Fair Trade activities, pupils develop an understanding of the inequalities of life linked to poverty and deprivation. Despite these positive features, pupils are only satisfactorily prepared for their future lives because their literacy, numeracy and ICT skills are not well developed.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Although the quality of teaching and learning is satisfactory overall, good and occasionally outstanding lessons were observed throughout the school. In the best lessons, teachers generate excitement through setting practical tasks which require pupils to solve problems and apply their skills and knowledge imaginatively. They set out clear criteria for pupils of different abilities to attain and have high expectations for the quantity and quality of pupils' work. They use a wide range of strategies, including role play, games and quizzes to support and challenge pupils of all abilities. However, in the less effective lessons, teachers do not have high enough expectations for the quality and productivity of the pupils. The challenges set for the more able pupils do not always extend their level of skill. The use of feedback and marking is sometimes good, engaging pupils in assessing their own work during the lesson. However, the guidance given to help pupils improve their own work is not always precise enough to help them make the fastest progress.

Recent improvements to the curriculum are having a positive impact on pupils' learning. The curriculum is designed to stimulate learning. For example, topics commence with an exciting 'Wow' introduction such as a visit or visitor. Pupils are involved in setting investigations and in planning what they will learn and how. New assessment and teaching methods have improved the development of pupils' literacy, numeracy and ICT skills. However, opportunities are missed to promote these skills well through other subjects and for pupils to use ICT as a tool to support their learning.

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The school takes good care of all pupils. Good record keeping and rigorous monitoring contribute to the safe working environment. The school has strong systems to support the more vulnerable pupils and their families, for example, through the work of the special educational needs coordinator and the pupils' support worker. The school makes good use of special home-school booklets, based on the individual education plans for pupils with special educational needs and/or disabilities. These enable parents and carers to share in their children's learning and are part of the strategies that are increasingly effective in breaking down barriers to learning. However, academic support is not as well developed as that for pupils' personal development.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leadership and management are satisfactory overall. The new acting headteacher is currently settling into her role with support from her senior leadership team and the governing body. Already in place were initiatives, such as 'monitoring trails,' which have ensured that school development planning is now based on largely accurate self-evaluation procedures. However, staff are still establishing their roles and monitoring does not always focus sharply enough on pupils' learning to ensure pupils make the fastest progress. The governing body is very involved in the life of the school enabling it to provide strong challenge and support to the leadership. Hence, its effectiveness is good. There are good partnerships with local schools, particularly in the appointment of a consultant headteacher to help establish the new leadership. The school works in close partnership with parents and carers and the local community. This has had a positive impact on improving the quality of accommodation throughout the school. St Mary's is extending links with schools and communities in other parts of the world and community cohesion is satisfactory overall. The provision to ensure equality of opportunity is satisfactory. The school has clear information about the performance of different groups and tackles discrimination, for example, through a programme for personal development. Robust policies and frequent and accurate record-keeping contribute well to satisfactory procedures for safeguarding. The governing body provides effective financial management and ensures that the school gives satisfactory value for money.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children start school with a wide range of skills which are broadly typical for their age. Children of all abilities, including those with special educational needs and/or disabilities, make at least satisfactory progress. By the time they start Year 1, standards are average. There are good induction systems to support children and to quickly settle them in to the Reception class. Generally effective links with parents and carers contribute to the smooth start children make. The school is building on these links through initiatives, such as the 'Stay and Play' events, where parents and carers work alongside their children.

Pupils feel safe and are supported by robust welfare arrangements. There are fun and imaginative programmes to help children make progress in early reading and writing. There is an appropriate balance between adult-led activities and those that children can choose for themselves, which contributes to their personal development. However, activities children choose for themselves are not always challenging enough, particularly for the more able. Some opportunities are missed to promote writing and numeracy skills through all areas of learning. This means that overall children achieve satisfactorily rather than well. There have been recent improvements to the quality of accommodation and the use of the new outdoor area is still being developed. The Early Years Foundation Stage leader and her staff have a clear and ambitious vision and are taking appropriate steps to monitor provision and its impact on outcomes. As a result, the Early Years Foundation Stage is satisfactorily placed to continue to improve.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Over a third of parents and carers responded to the questionnaire which is about average. Of these, the vast majority are positive in their responses. They are particularly pleased with their children's enjoyment of school, the way the school helps parents and carers to support their children's learning and how well the school helps their children to have a healthy lifestyle. A small minority of parents and carers feel that the pupils do not always make the best progress they can and that behavioural problems are not always effectively addressed. The inspection team followed up on these concerns and concluded that pupils' progress is satisfactory and that their behaviour is good and is managed well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Catholic 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 134 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	50	24	50	0	0	0	0
The school keeps my child safe	25	52	23	48	0	0	0	0
My school informs me about my child's progress	13	27	32	67	3	6	0	0
My child is making enough progress at this school	16	33	25	52	7	15	0	0
The teaching is good at this school	15	31	29	60	4	8	0	0
The school helps me to support my child's learning	17	35	28	58	2	4	1	2
The school helps my child to have a healthy lifestyle	16	33	28	58	3	6	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)	13	27	30	63	2	4	0	0
The school meets my child's particular needs	13	27	31	65	4	8	0	0
The school deals effectively with unacceptable behaviour	11	23	30	63	5	10	0	0
The school takes account of my suggestions and concerns	7	15	33	69	3	6	1	2
The school is led and managed effectively	10	21	31	65	4	8	0	0
Overall, I am happy with my child's experience at this school	16	33	28	58	3	6	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 January 2011

Dear Pupils

**Inspection of St Mary's Catholic Primary School, Selby, YO8 9AX**

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you. These are some of the things we found out about your school which provides you with a satisfactory education.

- You feel safe and appreciate the good care that all adults show to you.
- Your behaviour is good and you are kind and thoughtful to each other.
- You told us that you enjoy the clubs and many sporting events that you take part in and you know how to live healthily.
- You are rightly proud of the support you have given to children in other countries through your fund raising and assemblies.
- You enjoy the themed activities, such as the visits you often make and the special theme weeks.
- The standard of your work is average overall, but some of you could make better progress.

To help your school become even better, we have asked your headteacher and the governing body to:

- make sure that all lessons are as good as they can be and that your work is always challenging to you
- give you plenty of chances to use information and communication technology to do your work in all subjects
- help staff to keep a closer eye on how well you are getting on with your work.

Yours sincerely,

Andrew Clark

Lead Inspector

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