

# Malton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121305
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	358976
<b>Inspection dates</b>	24–25 November 2010
<b>Reporting inspector</b>	Christopher Keeler HMI

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ruth Hatton
<b>Headteacher</b>	Mr Mark Poole
<b>Date of previous school inspection</b>	30 January 2008
<b>School address</b>	Highfield Road Malton North Yorkshire YO17 7DB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited nine lessons, involving nine teachers, and held meetings with the acting headteacher, staff, the Chair of the Governing Body and pupils. They observed the school's work and looked at a range of evidence, including the school's data about achievement and progress, monitoring records, self-evaluation, the school development plan and questionnaires completed by staff, pupils and 51 parents or carers.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at the following.

- How closely the quality of teaching and pupils' achievement correlate across the school.
- How well assessment is used, especially to enhance pupils' progress.
- The impact of curricular planning and of the opportunities provided to develop pupils' basic skills in all subjects.
- How effective in driving improvement is the senior leadership team.

## Information about the school

This school is of average size for a primary school. Since the previous inspection, there has been a significant change in staff, including of middle managers. Leadership is provided by an acting headteacher during the long term absence of the substantive post holder. Almost all pupils are from White British backgrounds. The proportion known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is broadly average.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Malton Community Primary is a good school. Pupils' achievement is good because they attain above average standards and make good progress during the period they are at school. Pupils enjoy learning and the overwhelming majority of parents and carers are happy with the quality of education that the school provides.

Pupils' attainment is generally below average on entry to the school. By the time pupils leave at the end of Year 6, attainment is above the national average in the core subjects of English, mathematics and science. While attainment in English is above average overall, pupils' writing and presentation skills are relatively less well developed. Pupils with special educational needs and/or disabilities also make good progress.

Pupils' good behaviour during lessons and an ability to work cooperatively are significant factors as to why they make good progress. Above all, they make good progress and achieve well because the quality of teaching is good. Pupils are engaged in their learning and are encouraged to work together to discuss their work and solve problems. Teachers stimulate this process by the use of carefully directed questions, which challenge pupils' thinking. It is because pupils are so involved in their lessons that learning is interesting and enjoyable and this enhances progress. Teachers assess pupils' progress carefully. Pupils respond well to marking that gives recognition for their achievements while pointing out how they may improve. Teaching assistants are well-deployed and give good support to those pupils who are identified as requiring it. The effective curriculum focuses on the acquisition of basic literacy and numeracy skills. Subjects such as history and geography are taught through a topic-based approach. However, there are not enough planned opportunities for pupils to apply and practise basic literacy, numeracy and information and communication technology (ICT) skills in other subjects when undertaking topic work. Good use is made of residential visits and after-school clubs to enrich the curriculum. The quality of care, guidance and support is good. Pupils feel safe and secure and get on well with all adults, and this enables them to focus on their learning.

The school has successfully improved several aspects of its work since the previous inspection. The quality of teaching has improved significantly and this has had a positive impact on achievement. Good focused leadership over the past few years is the reason why the school has improved. The current senior leadership team is building on this approach to good effect. Middle leaders play an important role in ensuring that good progress is sustained for all learners by monitoring provision and acting quickly on perceived areas for development. Staff morale is high and a strong sense of teamwork pervades the school. These elements demonstrate that the school provides good value for money and that the capacity to improve is good.

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

- Improve pupils' writing skills, including the presentation of their work.
- Provide further opportunities for pupils to apply their skills in English, mathematics and information and communication technology in all subjects taught through topic work.

## Outcomes for individuals and groups of pupils

**2**

From below average starting points when they enter the Nursery class, children make good progress in the Early Years Foundation Stage. The school builds well on this strong start and by the end of Year 2, standards are in line with the national average. Pupils make good and, in some cases, outstanding progress between Years 3 and 6, leaving Year 6 with attainment in English, mathematics and science above the national average. This represents good achievement. Attainment in English is not as high as the other two core subjects because pupils are not provided with sufficient opportunities to develop and consolidate skills in writing. The school leaders have recognised this and plans are in place to address the matter. An analysis of school data indicates that overall attainment is likely to dip slightly at the end of Key Stage 2 in 2011. However, ambitious targets and well-targeted interventions have ensured that this cohort is making good progress from low starting points. Pupils with special educational needs and/or disabilities achieve well because of the personalised approach to focused intervention from teachers and teaching assistants.

Pupils are well behaved and treat each other, school staff and visitors with respect. They are well aware of what constitutes a healthy lifestyle. They make healthy food choices and are keen to participate in a range of sporting activities. Pupils feel safe at school and appreciate that there is always someone to turn to if they have any concerns. Attendance is average and the school is working with some success to improve this aspect. For example, the percentage of pupils persistently absent has fallen during the current academic year. The extent of pupils' spiritual, moral, social and cultural development is satisfactory. The school acknowledges the need to extend pupils' cultural awareness. Pupils' above average attainment together with good behaviour and the development of good attitudes to learning reflects the good extent to which pupils are acquiring skills that will enable them to contribute to their future economic well-being.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</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?

Teaching is good overall with some that is outstanding. Most teachers have high expectations and know what they want pupils to learn. A characteristic of all lessons is the way in which teachers promote discussion through carefully crafted questioning. The use of talking partners and opportunities for pupils to work in groups to solve problems, enable them to effectively manipulate ideas and organise their thoughts. This process enhances and consolidates learning. Teachers' good subject knowledge is used effectively to respond to pupils' questions and in explaining key ideas. Pupils make good and sometimes outstanding progress when the lesson is delivered with pace, activities are interesting and they are challenged in what they are expected to do. Relationships between adults and pupils are good and the teachers manage pupils' behaviour thoughtfully. Teachers make good use of information technology to support teaching. Teaching assistants make a significant contribution to pupils' progress, particularly for those with special educational needs and/or disabilities. Assessment is used well to determine pupils' progress and identify underachievement. As a result, support programmes are tailored to meet the learning needs of all pupils and this is proving effective in securing progress. Pupils' work is marked carefully, with comments that acknowledge their efforts while also pointing out how they may improve.

The curriculum meets statutory requirements and is well-matched to pupils' learning needs. There is a clear focus on developing the basic skills of reading, writing and

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mathematics during lessons devoted to these subjects. Insufficient opportunities are provided for pupils to apply and practise their basic skills, including ICT, in their topic work. The school has made a sound start in developing a creative curriculum and has taken the views of staff and pupils into consideration when deciding on areas of study. Good partnerships enrich the curriculum, for example a recent 'Victorian day', supported by the local folk museum, captured pupils' imagination and made learning fun. Residential experiences and a wide range of extra-curricular activities, effectively promote the pursuit of pupils' personal goals, as well as supporting their emotional and social development. The quality of care, guidance and support is good. Every child is given the opportunity to make good progress as a result of well-targeted support. Good links with external agencies ensure that effective support is given to vulnerable students and their families. Pupils feel safe and enjoy school and this contributes well to their learning.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The school's leaders and managers have a good understanding of the strengths and weaknesses of the school, based on accurate self-evaluation. A strong sense of teamwork is evident as staff work together to ensure that all pupils achieve well. Middle leaders, particularly those with subject responsibilities are key players in securing and sustaining above average standards. Through the analysis of data, an audit of provision and the monitoring of teaching, they have a very clear idea as to where improvements can be made to ensure pupils make continued good progress. Action plans are in place in relation to the core subjects. They contain clear strategies designed to raise standards further. School leaders acknowledge that further monitoring of outcomes is required and this is in hand. The school values and respects equally all of its learners and as a result pupils respect each other and all staff. Any difference in the progress of particular groups is identified early and action is taken to eliminate underachievement ensuring that no pupil is left behind. This indicates the school's effectiveness in ensuring equality of opportunity. The governing body fulfils its responsibilities well and provides good challenge and support. Safeguarding arrangements are satisfactory. The single central record is in place and child protection training has been undertaken by key staff and the governing body. School leaders and the governing body are acutely conscious of the need to ensure pupils' safety around the school site and review this aspect of their work on a regular basis.

The school has good relationships with parents and carers and is very aware of its role at the heart of the community it serves. Playground buddies and play leaders ensure that the school operates as a cohesive community. Pupils show an awareness of other communities

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through links with other schools at local, national and global level and the school is in the process of fully evaluating its work to promote community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>

## Early Years Foundation Stage

Children's attainment on entry to the Nursery is mainly below what is expected of their age. The Early Years Foundation Stage setting provides children with a secure and welcoming environment and promotes early learning and enjoyment of school life.

Children make good progress and by the end of Reception, a large majority are broadly in line with expectations for their age. They make particularly good progress in communication, language and literacy and in their personal and emotional development. This is because teaching is good and the children benefit from the interesting, stimulating, free flow indoor and outdoor provision, which encourages them to initiate their own learning, make choices and become independent. Relationships are good because adults know the children well and are very good role models.

Leadership and management are good and there has been substantial improvement since the last inspection. Staff have a good understanding of how these children learn. Effective assessment systems are in place, which enable teachers to keep a good track of children's progress and to identify the next steps in their learning in all areas of the curriculum.

Children feel happy and safe and quickly settle into the Nursery. Links with parents and carers are increasingly good and they are kept well informed about how their children are progressing.



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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>2</b>
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

The very large majority of parents and carers who returned the inspection questionnaire feel that their children enjoy school, are kept safe and make good progress. A very small number of parents and carers are concerned with the way that the school deals with unacceptable behaviour, however, during the inspection, inspectors found no evidence to support this view. The concerns of a small minority about the effectiveness of leadership and management were also not endorsed by evidence gathered during the inspection. Many parents and carers found time to add comments emphasising the positive features of the school and the inspection findings generally reflect these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Malton 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 254 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	67	15	29	1	2	0	0
The school keeps my child safe	26	51	25	49	0	0	0	0
My school informs me about my child's progress	20	39	28	55	2	4	1	2
My child is making enough progress at this school	20	39	31	61	0	0	0	0
The teaching is good at this school	21	41	27	53	2	4	0	0
The school helps me to support my child's learning	20	39	29	57	1	2	0	0
The school helps my child to have a healthy lifestyle	21	41	26	51	4	8	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)	23	45	24	47	0	0	0	0
The school meets my child's particular needs	21	41	26	51	1	2	1	2
The school deals effectively with unacceptable behaviour	19	37	25	49	6	12	0	0
The school takes account of my suggestions and concerns	17	33	25	49	4	8	0	0
The school is led and managed effectively	18	35	25	49	5	10	1	2
Overall, I am happy with my child's experience at this school	28	55	21	41	2	4	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](http://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"><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.**



26 November 2010

Dear Pupils

**Inspection of Malton Community Primary School, Malton, YO17 7DB**

Thank you for making us so welcome when we inspected your school recently. We enjoyed our time with you and we were very pleased to talk to you and see you at work and play.

I am writing to tell you what we found out. Malton is a good school. It is well led by the acting headteacher and she is given good support by the teachers. You and your parents and carers are right to think so well of the school. You are taught well and are making good progress in your learning. All adults look after you very well and you have a good understanding of what it means to keep safe and lead a healthy lifestyle.

Your teachers and the governing body are always considering how to make your school even better. We and the acting headteacher agreed that two things need to be done.

First, they are going to help you improve your writing, including the presentation of your work. Second, they are going to provide you with more opportunities to use your English, mathematics and ICT skills in other subjects, particularly when you do topic work.

Thank you again for your help. Best wishes in the future.

Yours sincerely

Mr Christopher Keeler

Her Majesty's Inspector

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