

# Easingwold Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121331
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	358988
<b>Inspection dates</b>	15–16 March 2011
<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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sandie Tanner-Smith
<b>Headteacher</b>	Mrs Irene Marwood
<b>Date of previous school inspection</b>	27 February 2008
<b>School address</b>	Thirsk Road Easingwold, York North Yorkshire YO61 3HJ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors visited 16 lessons, observed 14 teachers and spent the majority of their time observing learning. They held meetings with the Chair of the Governing Body, senior leaders, the School Improvement Partner, staff and pupils. They observed the school's work, and looked at a range of documents, including the school improvement plan, analyses of pupils' attainment and progress, pupils' work and teachers' planning. The inspection also took into account the questionnaires completed by 198 parents and carers, 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 rate at which pupils progress and the standards they attain as they move through the school.
- The relationship between the quality of teaching and its impact on pupils' progress.
- The effectiveness of leadership at all levels and their contribution to driving school improvement.
- The use of targets to support pupils' learning.

## Information about the school

Easingwold Community Primary School is a larger than average primary school. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average as is the number with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below the national average. The school has seen a significant number of staff leave the school since the previous inspection. The school has been awarded Healthy Schools and International School status.

**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**

**1**

## Main findings

Easingwold Community Primary School is a good school. Senior leaders, including the governing body, have had to address weaknesses with regard to the quality of teaching and learning since the previous inspection. They have done this exceptionally well and, as a result, the quality of teaching, the curriculum, pupils' achievement and the leadership and management of the school have all significantly improved.

Pupils achieve well. Outstanding provision in the Early Years Foundation Stage gets children off to a good start. All pupils, including those with special educational needs and/or disabilities, make good progress until the end of Key Stage 2. By the end of Year 6, attainment is above the national average in English and mathematics. However, the quality of pupils' handwriting is often unsatisfactory, particularly towards the end of Key Stage 2, because insufficient attention is paid to it. The behaviour of pupils is generally good and they contribute well to their own learning.

Pupils make good progress because the quality of teaching is good. They enjoy lessons because teachers provide a stimulating environment that involves them in their learning. Teachers demonstrate good subject knowledge, high expectations, good pace in lessons and effective questioning skills that challenge pupils to think and reflect. The quality of marking is generally good but is not consistently so throughout the school. Guidance to pupils on how they may improve their work is not translated into short-term targets upon which they could focus. Teaching assistants provide good support to targeted pupils and this accelerates their progress. Good relationships between pupils and adults underpin the reason why pupils feel safe, allowing them to focus on their learning. The well-planned curriculum contributes to the good progress made by pupils. Teachers effectively plan links between subjects in order to make learning interesting and widen pupils' knowledge base. Visits and visitors and a range of extra-curricular activities enrich the curriculum. High quality care, guidance and support are a strength of this school. As a result, pupils feel safe and secure in the knowledge that there is always someone to turn to. Links with external agencies are very effective and ensure that pupils whose circumstances make them vulnerable receive the support they need.

School leaders at all levels have played a significant part in improving the overall effectiveness of this school. The governing body have also made an outstanding contribution by carefully monitoring the work of the school to ensure that it stays focused on driving improvement, even during a turbulent period of staff changes. Given the significant improvements in provision and the impact this is having on pupils' progress, the schools' capacity for sustained improvement is outstanding. The school gives good value for money.

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

- Ensure that all teachers' marking clearly informs pupils what they need to do to improve and to link this information to short-term targets.
- Improve the quality of handwriting throughout the school, but particularly towards the end of Key Stage 2.

## Outcomes for individuals and groups of pupils

2

Pupils enter the school with skills that are broadly typical of those expected for their age. By the time they leave at the end of Year 6 pupils' attainment is above average and this reflects good achievement. Pupils make good progress in the Early Years Foundation Stage and this is maintained as they move through Key Stages 1 and 2. The proportion of pupils attaining the higher levels by the end of Year 2 and Year 6 is above the national average. Internal school tracking systems are rigorous and robust. Pupils with special educational needs and/or disabilities and those identified by the school as gifted and talented also make good progress. Underachievement is identified early and appropriate intervention strategies accelerate pupils' progress. An analysis of school-held data, a scrutiny of pupils' work and their performance during lessons observed during the inspection, confirms that pupils are currently making good progress. For example, in a Year 4/5 science lesson pupils were making parachutes and were able to give a scientific explanation for their effectiveness. Pupils are also developing well the skill of writing imaginatively for different audiences. However, even though pupils achieve well, the quality of handwriting is poor, particularly towards the end of Key Stage 2.

Pupils' behaviour is generally good during lessons and as they move about the school. Sometimes, pupils get excitable during lessons, but this is because they are so involved in what they are doing, and is managed well by teachers. Pupils say they feel safe and believe that cases of bullying are rare. They are confident that should such incidents arise they would be dealt with by staff. Pupils demonstrate a good understanding of what constitutes a healthy lifestyle. They talk knowledgeably about the importance of a balanced diet and exercise. Attendance is above average for all groups of learners and pupils are consistently punctual. Pupils are provided with ample opportunities to develop independence and take on a range of responsibilities, for example, as playground buddies, fruit monitors and as school 'bank managers'. Pupils take full advantage of numerous opportunities provided for them to contribute to cultural and social activities beyond the school. Pupils' spiritual, moral, social and cultural development is good. Pupils show respect for each other and demonstrate good social skills. The rich curriculum enables pupils to develop understanding of themselves, others and the world around them. They have a strong sense of right and wrong and the consequences of their actions. Good attainment and progress, together with positive attitudes towards learning, reflect 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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Please turn to the glossary for a description of the grades and inspection terms

*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>	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?

Teaching is good and this is why pupils make good progress and achieve well. A notable feature of all lessons is the extent to which pupils are motivated to learn by carefully planned, stimulating activities that capture their imagination and interest. As a result, pupils are actively engaged in their learning and this supports progress. Teachers provide plenty of opportunities for pupils to discuss their work with their peers and with other adults. Effective questioning challenges pupils to think about their work and this aids understanding. The quality of relationships between pupils and adults is good and this helps to develop their confidence and raise their self-esteem. Teaching assistants give good support to individuals and groups of pupils and as such, they make a valuable contribution to pupils' progress. The quality of marking is generally good. It is evaluative, with comments that contain praise and encouragement. However, the extent to which pupils are informed about what they need to do in order to improve their work is inconsistent across the school. Furthermore, there is an insufficient link between marking and individual pupil's targets.

The curriculum has been successfully developed since the previous inspection to provide more opportunities for challenge, motivation, engagement and independent thought. This has contributed to pupils' good achievement and their enjoyment of learning. The revised curriculum has had a positive impact, especially on boys' writing, and has re-engaged many pupils. Rich opportunities are provided through a wide range of after-school and

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lunchtime clubs. These include cultural and sporting activities that allow pupils to pursue personal goals and support their social and emotional development.

Excellent care, guidance and support have led to marked improvements in attendance, behaviour and the progress of targeted pupils. The school takes very good care of its pupils and all the required procedures for safeguarding, including child protection are followed rigorously. Staff are highly committed to the care and support of pupils needs and strong partnerships with external agencies ensure that these are well met. Excellent support is provided to pupils whose circumstances make them vulnerable by skilled teaching assistants. Very good arrangements are in place to ensure that pupils settle into school well and are well prepared for when they move on to the next phase of education.

*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>1</b>

## How effective are leadership and management?

Leaders at all levels have a very good understanding of the strengths and weaknesses of the school, as a result of rigorous monitoring and accurate self- evaluation. The school improvement plan is an effective vehicle for bringing about and embedding change. Over the past few years the headteacher, with the full support of the governing body, has successfully significantly improved the quality of teaching. The great majority of staff recognise and appreciate the improvements that have been realised and should take credit for the commitment and the part they have played in helping to take the school forward. It has not been an easy road to travel but the improvements that have been secured since the previous inspection have benefited pupils. Leaders at all levels are taking highly effective steps to drive up the quality of teaching and learning still further. The senior leaders have prioritised the focus of professional development in order to meet the needs of the school. Subject leaders, particularly in the core subjects of English, mathematics and science, analyse data to look for weaknesses in the curriculum, monitor provision extremely well and support staff through professional development. The governing body makes an exceptional contribution to the work and direction of the school. They monitor the work of the school rigorously and hold school leaders to account through high levels of professional challenge. Recent initiatives include developing a mechanism for securing and acting on the views of parents and carers about aspects of school life. Pupils show an awareness of other communities through links with other schools at local, national and global level.

The school tackles equal opportunities and tackles discrimination well by monitoring the difference in progress between groups. Good systems are in place to monitor pupils' performance closely and, where necessary, provide additional support to accelerate their

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progress. Parents and carers are kept informed about their child's progress as well as what they will be taught during the forthcoming term. Strong links exist with partnerships, including a network of schools that promotes the sharing of practice in order to improve teaching. The school adopts recommended good practice to keep pupils safe across all areas of its work. This is an example of good safeguarding arrangements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Staff are extremely knowledgeable and have a very good understanding of how young children learn. Children make good and sometimes outstanding progress because of excellent provision. Excellent use of observational assessment is used to plan next steps in learning, particularly in relation to the development of early literacy and numeracy skills. Children respond enthusiastically to the well-planned and richly resourced, learning experiences that are provided indoors and out. Children move freely from one activity to another with confidence. Careful planning provides a good balance between formal and creative work and encourages children to think for themselves by organising their own learning. Adults have high expectations, provide very clear routines and enable children to develop strong positive relationships. Staff are particularly adept at extending children's learning through careful intervention and by providing activities that motivate and foster curiosity. This allows them to think and play imaginatively and enhances learning. Partnerships with parents and carers are good. They are encouraged to support their child's learning through the use of educational materials that are sent home. They are also invited to engage in their child's learning and contribute to on-going assessment. Staff ensure that the quality of care is high. The leader of the Early Years Foundation Stage demonstrates good leadership. There exists a good sense of teamwork that ensures all children have the opportunity to achieve as well as they can.

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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:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
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 the school is well led and managed. They also feel that their children enjoy school, are kept safe, make good progress, the quality of teaching is good and are happy with their child's experience. A very small minority of parents and carers are concerned with the way that the school deals with unacceptable behaviour. The inspectors observed pupils' behaviour in classes and around the school and held discussions with staff and pupils. Inspectors found no evidence during this inspection to support this view.

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

Ofsted invited all the registered parents and carers of pupils registered at Easingwold 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	43	58	49	8	7	0	0
The school keeps my child safe	60	51	56	47	1	1	1	1
My school informs me about my child's progress	40	34	62	53	13	11	2	2
My child is making enough progress at this school	43	36	59	50	12	10	3	3
The teaching is good at this school	40	34	66	56	8	7	0	0
The school helps me to support my child's learning	45	38	60	51	10	8	1	1
The school helps my child to have a healthy lifestyle	44	37	71	60	2	2	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)	38	32	52	44	12	10	1	1
The school meets my child's particular needs	44	37	56	47	12	10	2	2
The school deals effectively with unacceptable behaviour	27	23	62	53	13	11	9	8
The school takes account of my suggestions and concerns	26	22	71	60	16	14	3	3
The school is led and managed effectively	39	33	64	54	9	8	3	3
Overall, I am happy with my child's experience at this school	50	42	53	45	14	12	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.**



17 March 2011

Dear Pupils

**Inspection of Easingwold Community Primary School, York, YO61 3HJ**

Thank you for making us so welcome when we inspected your school recently. We enjoyed joining you in lessons and talking to you at playtime. I would like to express a special thank you to the pupils who gave up part of their lunchtime to talk to us and share their views of the school. We were impressed by their good manners and how serious they took the responsibility of representing you all.

I am writing to tell you what we found out. You and your parents and carers told us that Easingwold Community Primary is a good school and we agree. It has improved a great deal since it was last inspected. It is well led by the headteacher and the senior leadership team and they are given good support by teachers, teaching assistants and other adults who work in the school. You are extremely well looked after and cared for. You are taught well and as a result you make good progress. Your behaviour is generally good, although some of you can get too excited during lessons.

We, together with the headteacher, think there are two areas that require improvement. They are to:

- ensure that all teachers' marking clearly tells you what you need to do to improve so that you may practise it in the next lesson
- improve the quality of your handwriting, particularly for older pupils.

You can help too by reading carefully what your teacher writes in your books and also by taking more care when you write.

Yours sincerely

Christopher Keeler

Her Majesty's Inspector

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