

Yearsley Grove Primary School

Inspection report

Unique Reference Number	132228
Local Authority	York
Inspection number	360410
Inspection dates	6–7 July 2011
Reporting inspector	Christine Millett

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	350
Appropriate authority	The governing body
Chair	Mr Chris Titley
Headteacher	Mrs Ann Burn
Date of previous school inspection	19 September 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons or parts of lessons given by 10 teachers, held meetings with groups of pupils, representatives of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance. Inspectors considered the 49 questionnaires completed by parents and carers, as well as those from 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 role of the governing body in monitoring the work of the school.
- The effectiveness of strategies the school has in place for monitoring and evaluating the quality of teaching.
- Rates of progress being made by pupils through each key stage.

Information about the school

The school is larger than the average sized primary school. The proportion of pupils known to be eligible for free school meals is above the national average. The large majority of pupils are of White British heritage. A small minority are from other ethnic groups. The number of pupils who speak English as an additional language is below average. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. However, the percentage with a statement of special educational needs is well below average. The school has achieved a number of awards including the Gold Artsmark, Activemark and Healthy School status. There have been significant changes in staffing since the time of the previous inspection, including a new deputy headteacher. There have also been a number of changes to the membership of the governing body.

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

Yearsley Grove provides a satisfactory standard of education for its pupils. It has several strengths. The school provides a safe and welcoming environment and cares well for its pupils. Pupils feel valued and are confident that adults can help them overcome any problems. The very large majority say they feel safe. Good relationships exist with parents and carers who are supportive of the school. Of those who completed the questionnaire, all are happy overall with the education that their children receive. A wide range of partnership activities makes a strong contribution to pupils' learning and well-being. Community cohesion and pupils' spiritual, moral, social and cultural development are good. Pupils' experiences of different cultures and beliefs are well developed through the good curriculum, charity work and links with other schools. Pupils contribute much to school life as well as that of the local community. They enjoy the responsibilities they are given. They are particularly knowledgeable on factors that contribute to a healthy lifestyle.

Attainment in English and mathematics is average and the school's own tracking system identifies effectively any gaps in learning. This triggers support which is accelerating pupils' progress, particularly in English. Children settle quickly into the Early Years Foundation Stage and make satisfactory progress. Overall, progress in Key Stages 1 and 2 is satisfactory. Attendance is currently average and monitored carefully. Action taken by the school since the previous inspection has resulted in a reduction in the number of persistent absentees.

Teaching and learning are generally satisfactory with good and outstanding elements in some lessons. Teachers plan lessons well and relationships in class are supportive. However, occasionally the pace of lessons is too slow and there is insufficient challenge for some pupils. There are also inconsistencies in the quality of marking.

Senior leaders and the governing body are committed to raising attainment. The governing body is becoming increasingly involved in the monitoring of the work of the school. Lesson observations are carried out by senior leaders. However, findings have not always been followed up. Areas for development have been clearly identified and self-evaluation is accurate. Although distributive leadership, through middle managers, is beginning to develop, the effect of such changes has yet to have enough impact on improving the quality of teaching. Consequently, current capacity for sustained improvement is satisfactory.

Up to 40% of schools whose overall performance is judged to be 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?

- Raise the quality of teaching throughout the school to consistently good or better by:

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- – sharing the good and outstanding practice that exists within the school to ensure all lessons consistently challenge pupils
- – improving the pace of lessons and reducing the amount of time spent on whole-class teaching so increasing pupils' opportunities for independent learning
- – ensuring that marking relates consistently to pupils' targets or lesson learning objectives.
- Develop the skills of middle managers in monitoring and evaluating the school's work in order to have a greater impact upon the areas they lead.

Outcomes for individuals and groups of pupils

3

Pupils are keen to learn, enjoy school and achieve satisfactorily. In the main, children start school with skills and knowledge that are in line with those expected for their age. They get off to a satisfactory start in Nursery. In Key Stages 1 and 2, work in pupils' books indicated that, while progress is satisfactory overall, in some classes it is better.

Unvalidated data for 2011 show attainment at the end of Key Stage 2 to be broadly average. However, this does show an improvement on the previous year, particularly at the higher Level 5 in English. The progress of all pupils is monitored carefully. Appropriate intervention strategies enable pupils with special educational needs and/or disabilities to make similar rates of progress as their peers. Classroom observations confirmed that when pupils are fully engaged in lessons and challenged to learn, they make good progress. Learning slows in lessons where introductions are over-long and reduce the amount of time available for independent learning.

Relationships throughout school are good contributing to a pleasant learning environment. Behaviour is satisfactory. Pupils of all ages have a clear understanding of the importance of healthy eating and regular exercise. They respond well to the responsibilities they are given and make positive contributions to the school and local community. This is seen in local events such as removing litter from the River Foss. Pupils gain a satisfactory grasp of basic skills, including information and communication technology (ICT) which ensure they are adequately prepared for the future. Pupils have a marked sense of right and wrong, think beyond themselves and enjoy the different cultural experiences the school provides.

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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	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Overall, teaching is satisfactory. The good and occasionally outstanding practice seen in some classes is not consistent across the school. Senior leaders are working to ensure greater consistency across the school. In the best lessons, the pace of learning, particularly the introduction to the lesson, is sharp and pupils benefit from the time made available to them to work independently. Teachers' marking does not always give pupils a clear indication as to how to improve by linking with the learning objectives of the lesson or the pupils' targets. Effective tracking procedures enable teachers to identify underachievement and to plan suitable interventions to support those pupils who need extra help. ICT is being used increasingly in lessons to engage pupils' interest.

The curriculum is good. Increased emphasis on reading and writing is beginning to improve pupils' progress. A wide range of enrichment activities bring learning to life. These play an important role in developing the personal qualities needed in later life, as well as broadening pupils' knowledge of the world in which they live. Pupils have a voice in what they learn. For example, they asked to be able to learn more than one language and the school has made this happen. Pupils are keen to take advantage of the wide range of extra-curricular opportunities that are available to them.

Yearsley Grove is a welcoming and caring school where care, guidance and support are given a high priority. Adults know pupils well and respond quickly and effectively to their needs. Pupils feel well supported by the school and are confident that staff will listen and

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help them resolve any problems they may have. This was reflected in a comment made by one pupil, 'Teachers don't give up on us'.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effectiveness of leaders and managers in embedding ambition and driving improvement, particularly in teaching and learning, is satisfactory. Members of the senior leadership team are united in their determination to improve outcomes for pupils and enhance provision. This is now being seen in improving levels of achievement. Middle managers are becoming increasingly involved in lesson observations and the analysis of pupils' work but are not sufficiently involved in following up areas for development. They are keen to develop the sharing of good practice. Self-evaluation is accurate which means there is a sharp focus on areas for improvement. The school development plan details how targets are to be achieved.

The relatively new governing body is hard working and very supportive of the school. It takes its roles and responsibilities seriously and is working with the school to bring about improvement. Safeguarding procedures and policies are in place and systems for assessing risks are satisfactory. Child protection procedures are established and understood by all.

There are effective links with a range of external agencies and organisations, including local schools, which support the learning of pupils. The school's inclusive ethos satisfactorily supports equal opportunities and discrimination in any form is not tolerated. This is seen in the range of links that have been established with external agencies to ensure the well-being of pupils whose circumstance make them most vulnerable. The frequent monitoring of pupils' attainment ensures that any unevenness in academic performance is identified quickly and strategies put in place to bring about improvement. The school reaches out to parents and carers and is keen to involve them in the life of the school. The success of this can be seen, for example, in the number of volunteers who help around school. Community cohesion is promoted well. The school ensures that pupils have opportunities to work with pupils from different backgrounds and has identified and developed global links.

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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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start Nursery with skills and knowledge that are broadly in line with national expectations for their age. They are a little below in calculations and linking letters and sounds. Children make satisfactory progress and start Year 1 at expected levels overall. Children are encouraged to be independent through tasks such as putting on their own wellies or tidying up. They engage readily in conversation and are naturally curious.

Warm relationships within the setting ensure that children settle well and enjoy their time at school. Well-organised activities offer a balance between adult-led and child-initiated activities. However, teaching in the adult-led activities is generally more effective than when adults join children in the activities they have chosen themselves. This is because some adults do not always ask questions which develop the children's learning and thinking. The indoor and outdoor areas have been set up to include some interesting activities, several with a pirate theme. Children were also seen enjoying a bug hunt. Ongoing assessments and observations are recorded and add detail to children's individual records of learning. These are usefully shared with parents and carers. A strength of the provision is the 'Out and About' books which give parents and carers the opportunity to engage in, and contribute to, their children's learning. The Reception class is fully incorporated into the life of the school which ensures a smooth transition from Reception to Year 1.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Only a very small percentage of parents and carers responded to the questionnaire. This is a lower response than usually found. However, of those who did, the overwhelming majority were in agreement with almost all the statements. All said their children were kept safe, made enough progress and they were happy with the school. There were equally positive responses to the questions about healthy lifestyle, preparation for the future and the help parents and carers receive in order to support their children. A very small minority thought the school did not take their suggestions or concerns into account, that behaviour was not dealt with effectively or that the school was led and managed effectively. The inspectors followed up the issues raised and found the school reaches out to parents and carers and is willing to listen to their concerns. Inspectors observed behaviour in lessons and around the school, discussed with pupils and staff and scrutinised records relating to behaviour. Procedures for dealing with behavioural issues are in place. These can be articulated clearly by pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yearsley Grove 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	59	19	39	1	2	0	0
The school keeps my child safe	20	41	27	55	2	4	0	0
My school informs me about my child's progress	20	41	28	57	1	2	0	0
My child is making enough progress at this school	26	53	23	47	0	0	0	0
The teaching is good at this school	25	51	24	49	0	0	0	0
The school helps me to support my child's learning	18	37	31	63	0	0	0	0
The school helps my child to have a healthy lifestyle	19	39	28	57	1	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)	23	47	25	51	0	0	0	0
The school meets my child's particular needs	19	39	30	61	0	0	0	0
The school deals effectively with unacceptable behaviour	13	27	26	53	3	6	7	14
The school takes account of my suggestions and concerns	11	22	26	53	8	16	4	8
The school is led and managed effectively	14	29	23	47	8	16	0	0
Overall, I am happy with my child's experience at this school	21	43	27	55	1	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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.



8 July 2011

Dear Pupils

Inspection of Yearsley Grove Primary School, York, YO31 9BX

Thank you for all your help when we inspected your school. You were very friendly and helpful. We believe that Yearsley Grove gives you a satisfactory standard of education. We also found:

- You get off to a good start in the Nursery class and make satisfactory progress during your time in the school. Some of you make good progress.
- Attainment at the end of Year 6 is currently average and improving.
- You enjoy coming to school and are keen to learn. Attendance is average.
- Behaviour in the classroom and in the playground is satisfactory.
- Adults look after you well and make sure you are safe.
- Teaching is satisfactory and teachers have good ideas which make lessons interesting.
- You show a good understanding of healthy lifestyles and are knowledgeable about how to stay safe.
- You take your responsibilities seriously and contribute well to the life of the school and the local community.
- Your school is helping you prepare for the next stages in your education.

We think that with your help your school can improve even more and we have asked your headteacher and your teachers to do the following things:

- Make sure that all teaching and learning in the school is as good as the best.
- Increase the pace of lessons so you have more time for independent work.
- Make sure there is always something to challenge you in all lessons.
- Ensure that marking refers to lesson objectives and your targets.
- Ensure all managers are able to help bring about improvements to the school.

We are sure you will all work hard to help make this happen.

Yours sincerely,

Christine Millett

Lead Inspector

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