

Nawton Community Primary School

Inspection report

Unique Reference Number	121306
Local Authority	North Yorkshire
Inspection number	358977
Inspection dates	28–29 June 2011
Reporting inspector	Lesley Clark

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	86
Appropriate authority	The governing body
Chair	Mr Ian Kildin
Headteacher	Mrs N Johnson
Date of previous school inspection	21 January 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspection team observed six lessons taught by four teachers. Meetings were held with the Chair of the Governing Body, two groups of pupils and staff. The inspection team observed the school's work, and looked at a range of documentation including: assessments of pupils' progress; external monitoring reports of the school's work; the school improvement plan and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils, and 41 questionnaires from parents and carers.

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

- The impact of the school's focus on problem-solving and investigation on pupils' achievement.
- The impact and effectiveness of middle leaders on raising attainment.
- The effectiveness of the school's systems to check teaching quality and pupils' learning.

Information about the school

This is a small school compared to other primary schools. It serves a wide rural area near the North York Moors. The vast majority of pupils are White British. A small number of pupils speak English as an additional language but is not at an early stage. The proportion of pupils known to be eligible for free school meals is low. An above-average proportion of pupils have special educational needs and/or disabilities. The proportion with a statement of special educational needs is broadly average.

In April 2011, the school established a formal collaboration with Rosedale Abbey Community Primary. This includes a joint strategic development committee with legal arrangements. The headteacher is head of both schools.

The school has enhanced Healthy School status and holds the Active Mark, the Arts Mark Gold and Eco Silver awards. It has gained the Investor in People award.

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

This is a good school which is led and managed well. Pupils behave well and clearly enjoy coming to school. Their attendance is above average. The school has an outstanding Early Years Foundation Stage in which children make rapid progress to become confident, independent young learners.

Pupils make good progress in Years 1 to 6 because they are well-taught. Their attainment is above-average in English and mathematics by the end of Year 6. Attainment in mathematics is stronger than it is in English. This is because pupils have extensive opportunities to apply their skills in problem-solving and investigative tasks. Pupils read well for their age but do not read a particularly broad range of reading materials in order to extend their awareness of current affairs. Teachers make detailed comments as to how pupils might improve their writing. However, weaknesses persist, which mar some otherwise lively and imaginative writing, because pupils do not have time to reflect and act on their teachers' suggestions.

Pupils develop into articulate, capable young people with a strong sense of fair play. Older pupils readily look after younger ones. They agree that 'to be gentle' sums up their school rules. Pupils are keen to take on responsibility and have many good ideas. The school council and Eco-council, however, run infrequently because pupils' skills as leaders and organisers are underused.

The school's self-evaluation is accurate. It clearly identifies strengths and weaknesses and uses this knowledge to improve its provision at a fast rate. Much-improved assessment procedures since the last inspection have impacted positively on pupils' achievement. The school recognises that its systems to check the quality of teaching and learning so as to share and build on effective and innovative practice are too informal at present. However, the recent formal collaboration with another school is beginning to have significant impact in terms of extending the skills of middle and senior leaders to the benefit of the pupils' education. The school's dynamic, outward-looking approach, coupled with its high aspirations, mean it has good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve aspects of pupils' reading and writing by:
 - giving pupils more time to improve their work, reflect on their teachers' comments and respond to them
 - ensuring older pupils have more time in school to read a broader range of reading materials so as to extend their awareness of current affairs.

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- Give pupils more opportunities to take responsibility and develop leadership and organisational skills by:
 - enabling them to chair school council and eco-council meetings, set the agenda and keep the minutes.
- Check the quality of teaching and learning more formally so teachers can share and build on effective and innovative practice.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well and enjoy their learning. About half the pupils exceed nationally-expected levels in English and mathematics by the end of Year 6. Although pupils produce some vividly imaginative writing, as in this example, 'shadowy clouds became a much larger ship pulling alongside the boat'; their spelling and presentation are erratic. Much of their mathematical learning is through practical, investigative tasks. For example, in one lesson in Year 6, pupils were furnished with a map of central London, a tube map and various timetables and then set about writing a detailed itinerary for their forthcoming visit to London. All groups of pupils make good progress in each class because the work is well-matched to their individual needs. Pupils with special educational needs and/or disabilities flourish because they have intensive support when they need it as well as the same opportunities as everyone else to use and apply their skills.

Pupils listen attentively in lessons, ask questions and make thoughtful contributions. They concentrate well and are used to working together. They listen well to each other and develop good negotiating skills as a result. Pupils read each day and undertake tasks which are tailored to their reading ability. Younger pupils know how to sound out unfamiliar words and to use the context to help them gauge the meaning. Older pupils read fluently for their age but have fewer opportunities than younger ones to read on their own every day. The reading materials for their age group are more varied and up to date for fiction than non-fiction and this restricts pupils' awareness of current information and events.

Pupils like the fact that, 'We get to make quite a lot of our own choices in our work. This helps us to be independent' but say, 'We would like more responsibilities.' They recognise, 'Our headteacher is very busy running two schools,' but suggest, 'We would like to run school council meetings ourselves and have a timetable, a leader and a deputy leader.' They treat each other with respect and have good safety awareness. Pupils agree, 'Pupils do fall out but it's not bullying.' They have every confidence that adults in school will help them if they have concerns. They are adamant that racism is wrong. Pupils' mature sense of responsibility and their good literacy and numeracy skills prepare them well for their future lives.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
Taking into account:	
Pupils' attendance ¹	2
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?

Pupils agree, 'Teachers explain things really well.' A major strength in teaching is the effective questioning which requires pupils to give reasons for their answers. As a result, pupils quite naturally explain their views in discussions. Strengths in teaching include: giving pupils choices and practical tasks and deploying teaching assistants flexibly so as to give the right amount of support and challenge to pupils of different abilities. These factors encourage pupils to think for themselves. Teachers make many helpful suggestions when they mark pupils' work but rarely give pupils sufficient time to reflect on their comments and respond to them and so pupils tend to repeat mistakes. Teachers assess pupils' progress accurately and use the information well to teach challenging lessons.

The curriculum makes good provision for basic literacy and numeracy skills. Daily mathematical challenges, problems to solve and opportunities to use and apply literacy and numeracy skills in other subjects contribute to pupils' good achievement. The school is beginning to link subjects creatively together and pupils commented they 'enjoy working on tasks that extend over a longer time.' The formal collaboration with another school is having a positive impact on curricular provision through shared events such as camping and being Ancient Romans for a day. Imaginative things such as a life-size Tardis help pupils to understand how the curriculum is constructed so they can make suggestions because they learn that it 'travels up and down the timeline and from country to country.'

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A good range of extra-curricular activities as well as an after-school club further extend pupils' learning.

Pupils are well cared for. The school knows its pupils well and gives good support to those who are potentially vulnerable. It has many good strategies to ensure that parents and carers are closely involved in their children's learning. The school makes good provision for pupils with special educational needs and/or disabilities to ensure they receive the individual support many of them need. Pupils move on to the next stage of their education confidently because the school has helped them to be self-reliant.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Good leadership, management and governance ensure the school pursues ambitious strategies. The formal collaboration typifies the proactive nature of the management team and the governance of the school. The school responds well to its clients' needs, establishing a before- and after-school club, for example in response to their requests, and pursuing ambitious plans to extend the Early Years Foundation Stage provision. Weekly newsletters and Internet sites keep parents and carers fully-informed and ensure good working partnerships.

The leadership and management of teaching and learning in terms of formally checking teaching effectiveness is at an early stage. Currently middle leaders are in the process of observing each other teach and checking pupils' work in their books but have yet to act on the conclusions they have drawn from these and to share innovative practice. The school sets and meets ambitious targets for pupils' attainment. It promotes equal opportunities effectively and tackles all forms of discrimination well. As a result, gaps between different groups of learners are narrowing and the majority of pupils with special educational needs and/or disabilities meets nationally-expected levels by the end of Year 6.

The school's safeguarding procedures meet current government requirements and are in line with those issued by the local authority. Pupils are safe and secure because they are known very well. Adults who work with children are vetted appropriately. The governing body takes its responsibilities seriously and plays an active part in the life of the school. The school makes a good contribution to community cohesion locally, nationally and internationally through its partnerships.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
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	2

Early Years Foundation Stage

Children make exceptionally good progress from very varied starting points to reach broadly-expected levels at the start of Year 1. The school has excellent induction procedures for Reception children. These include social afternoons with parents, carers and their children and 'taster' days. Staff use detailed information about pre-school children's preferences to ensure that on their first day of school there are activities that match their interests. This attention to detail is characteristic of Reception provision. Children shape their learning because staff develop tasks and activities from children's current interests, popping ideas on to an 'interests board' as they occur so as to keep pace with children's ideas. For example, children set up 'Wimbledon'. By adding a board with large sheets of paper, staff encouraged children to write their names and keep score, thus developing several aspects of learning simultaneously.

A strength is the provision for communication, language and literacy and knowledge and understanding of the world. Backpacks and toolkits containing a wide variety of different writing materials are used by children in many different activities. Different sized paper, paintbrushes, rollers and squeeze bottles plus ready access to water give full rein to children's imaginations. Thus children devised magic potions, adding sand, leaves and glitter, while others explored what was in the gap when pipettes were half-filled. Staff keep detailed records of children's daily learning in individual 'learning journals'. Parents' and carers' comments are encouraged by questions in large speech bubbles, to promote seamless learning between home and school. The impact of the outstanding leadership and management is seen in the way it influences practice across the school, with other classes trialling 'learning journals', for instance.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Around half the parents and carers returned the questionnaire. The very large majority of those who responded to the questionnaire has very positive views about the school and is pleased with their children's progress. Several commented on how well the school cares for their child's individual needs. A few parents and carers expressed concerns about the arrangements to collect their children at the end of school. The inspection team judges that supervision to the school bus is good but that staff should be more visible on the playground when children go home. A small minority of parents and carers expressed reservations about pupils' behaviour and the leadership and management of the school. The team observed pupils in lessons, at break and lunchtimes and concluded that their behaviour is good. The team checked the effectiveness of leadership and management and also looked at the systems to maintain effective leadership when the headteacher is in the partner school. These arrangements are good and ensure that parents and carers with concerns can have instant contact when needed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Nawton 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 86 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	54	18	44	1	2	0	0
The school keeps my child safe	20	49	20	49	1	2	0	0
My school informs me about my child's progress	16	39	23	56	2	5	0	0
My child is making enough progress at this school	20	49	18	44	3	7	0	0
The teaching is good at this school	22	54	18	44	1	2	0	0
The school helps me to support my child's learning	20	49	19	46	2	5	0	0
The school helps my child to have a healthy lifestyle	21	51	19	46	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)	18	44	19	46	1	2	1	2
The school meets my child's particular needs	17	41	23	56	1	2	0	0
The school deals effectively with unacceptable behaviour	12	29	20	49	8	20	0	0
The school takes account of my suggestions and concerns	10	24	28	68	1	2	1	2
The school is led and managed effectively	18	44	15	37	5	12	2	5
Overall, I am happy with my child's experience at this school	23	56	17	41	0	0	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	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.



30 June 2011

Dear Pupils

Inspection of Nawton Community Primary School, York, YO62 7SF

Thank you for your warm and friendly welcome. A special 'thank you' goes to the two groups of pupils who spent time showing me their work and talking to me about their school. I enjoyed talking with you and think you have some very good ideas about how to make your school even better. You go to a good school. Reception children have an excellent start to their schooling. All the adults in school look after you well.

You make good progress and your attainment is above-average in both English and mathematics by the end of Year 6. You behave well and your attendance is above-average. I was impressed at how well you work together, take decisions and make choices in your learning. You are especially good at giving reasons for what you think. All these qualities prepare you well for your future lives.

This is what my colleague and I have asked your teachers to do next.

- Make time for you to read their comments about your writing so that you can improve it. We have also asked that older pupils have more time in school to read lots of different reading materials in order to widen their understanding of the world today.
- Give you the chance to run your school and eco-council meetings.
- Check how well teachers are teaching so they can share their best ideas.

You can help by checking your spellings carefully and making sure you present your work as neatly as possible. I hope you enjoy these new challenges.

Yours sincerely,

Lesley Clark

Lead Inspector

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