

Selby Community Primary School

Inspection report

Unique Reference Number	121414
Local authority	North Yorkshire
Inspection number	380234
Inspection dates	10–11 October 2011
Reporting inspector	Keith Bardon

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	225
Appropriate authority	The governing body
Chair	Kathy Fiddes
Headteacher	Ian Clennan
Date of previous school inspection	11 March 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, observed 8 teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 25 questionnaires returned by parents and carers.

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

- How well pupils' achievements in Key Stage 2 compare with those in Key Stage 1.
- How the quality of teaching influences pupils' progress
- Whether the curriculum provides pupils with sufficient support for learning basic skills.
- Whether leaders and managers have an accurate and realistic picture of the impact the school's work is having on pupils' achievements and development.
- What improvements have been made to the outdoor provision in the Early Years Foundation Stage since the last inspection.

Information about the school

This average-sized primary school is situated a short distance from the town centre. While a large majority of pupils are of White British heritage a few are from Traveller families or from different European backgrounds. Almost all pupils speak English competently. The proportion of pupils known to be eligible for free school meals is well above average. Although the proportion of pupils who have special educational needs and/or disabilities is average overall, the proportion that has a statement of special educational needs is above average. The number of pupils who join or leave the school part-way through their primary education is high. The school has Healthy Schools status, the Basic Skills Quality Mark, the Dyslexia Quality Mark and has received the UNICEF Rights Respected award. School-managed breakfast- and after-school clubs are available to pupils each day. The school shares its site with a number of organisations, including a children's centre and a local authority support team for minority ethnic achievement, but none of this provision is managed by the school. The children's centre will be inspected separately and the report will be available on the Ofsted website.

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

Selby Community Primary is a good school which cares for its pupils extremely well. As a result, pupils are very happy at school, work hard in lessons and take a pride in what they are able to achieve. They describe learning as fun because the school provides them with 'lots of exciting things to do'.

From a starting point that is often much lower than is typical for their age, pupils make good progress and attain standards by the end of Year 6 that are approaching the national average. Past weaknesses in attainment and other factors, such as pupils joining towards the end of Key Stage 2 from other schools or abroad, have caused pupils' attainment in Year 6 to fluctuate since the last inspection. However, as a result of the concerted efforts the school has made, attainment in Key Stage 2 is rising and becoming more consistent, building successfully on the excellent start children make in the Early Years Foundation Stage and the secure foundations in Key Stage 1.

Pupils' personal development is good and the contribution they make to the school and wider community is outstanding. They grow and develop into very caring individuals with a strong sense of social responsibility. Younger pupils show a great deal of confidence when answering questions and putting forward their ideas, but this is not always the case in the older classes. The quality of teaching is good overall and in some lessons it is outstanding. The most effective lessons are characterised by challenging but achievable targets for pupils of all abilities combined with innovative and creative teaching strategies, which engage pupils and give them a strong desire to learn. The lively curriculum provides frequent opportunities for pupils to use and extend their literacy skills but is less effective in promoting their numeracy skills.

Although weaknesses in pupils' attainment at the end of Key Stage 2 have still to be fully eradicated the school has made significant progress in many areas of its work since the last inspection. Providing pupils from different backgrounds with a secure platform for their learning has been a priority and, in this, the school has been particularly successful. At the heart of the school's improvement are rigorous self-evaluation systems which provide accurate and detailed information upon which plans for improvement are securely based. While these plans are comprehensive and well-considered, some of the key outcomes and targets for success are masked by others that are less strategic. Staff and governors share the same ambitions for the

school and its pupils and there is a common vision of what can and will be achieved. All factors considered, the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that attainment and progress continue to rise by:
 - developing more opportunities in the curriculum for pupils to use and extend their numeracy skills
 - raising the confidence of older pupils to put forward their ideas and act independently on what they know.
 - refining the school improvement action plans to ensure they provide sharp targets and clear and measurable success criteria.

Outcomes for individuals and groups of pupils

2

Pupils are enthusiastic learners who thoroughly enjoy the many interesting and varied opportunities the school provides for them. They listen carefully to the teachers, get down to work quickly when set a new task and concentrate hard until it has been completed. While younger pupils take the initiative willingly and join in lessons spontaneously, older pupils often lack a little confidence in their own abilities and need more encouragement to show what they know, and to put forward their own ideas. In a lesson seen in Year 2, pupils showed good levels of independence when carefully evaluating the content of their own written work using the criteria supplied by the teacher. They explained what they were doing readily to inspectors, keen to show the skills they were developing. Pupils work well together in pairs or small groups sharing tasks sensibly and helping each other over any problems they may encounter. The vast majority of pupils behave well both in and out of class and lessons are rarely disrupted.

While pupils achieve well in both key stages attainment is stronger at the end of Year 2 than at the end of Year 6. Since the last inspection the school has worked strenuously to eliminate the legacy of depressed attainment at the end of Key Stage 2. The 2010/11 cohort of Year 6 pupils entered Key Stage 2 with attainment that was well below average. Consequently they had a substantial amount of ground to make up, and despite good provision for their learning, were still some way short of the national average by end of Year 6. Factors such as the number who enter school late in their primary education also play a part. Assessment records show that a large majority of the pupils who spend all or most of their primary years at the school make the expected progress or better. The school pays careful attention to the needs of pupils from minority ethnic backgrounds, including those from Traveller families and they make good progress. Pupils with special educational needs and/or disabilities receive effective support for their learning and make good progress relative to their abilities.

Pupils agree that the school looks after them extremely well and they feel totally safe and secure in the care of the staff. Their understanding of how to keep themselves safe in their everyday lives, including when using the internet, is good. Those who talked with inspectors expressed no concerns about bullying, although younger pupils

do find the occasional boisterous behaviour of a small minority a little unsettling. Pupils’ demonstrate a clear understanding of what constitutes a healthy lifestyle. Most make sensible choices about what to eat and readily engage in physical activities in and out of school. Pupils’ contribution to the school and the local community is excellent. They show a strong sense of responsibility, readily acting as school councillors, play leaders, reading buddies, information and communication technology (ICT) mentors and house captains, and working regularly in the local area for the benefit of the residents. The school’s receipt of the UNICEF Rights Respected award acknowledges the outstanding work pupils do in support of others, including those less fortunate than them, and is indicative of the good progress they make in their spiritual, moral, social and cultural development. Through their work on different faiths and studying the traditions of India, China and Africa, pupils have learned to appreciate and value cultures that may be different from their own.

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	3
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	1
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

How effective is the provision?

Good relationships between staff and pupils ensure that the atmosphere in lessons is positive and productive. Teachers use assessment effectively to match work to pupils’ learning needs. Pupils are set clear targets for improvement which they know and understand. Lessons progress at a lively pace and pupils are only rarely off task. At times, in some of the older classes, the pace is a little too quick, limiting opportunities for pupils to contribute their thoughts and ideas and slowing their development as independent learners. Teachers use various, well-considered strategies to add interest and variety. In literacy lessons these often include effective whole-class action sequences which aid pupils’ understanding of how to use different words and phrases for effect. Teachers’ strong subject knowledge was clearly evident in one very effective lesson in Key Stage 2. Pupils’ were encouraged to think creatively about what they might see from the bridge in Monet’s garden. Pupils’ active participation, skilfully promoted by the teacher’s well-judged questions and prompts, stimulated a wide range of ideas which were reflected fully in very good quality writing. Considerable care is taken to ensure all pupils are included fully in the

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

lesson. Skilled teaching assistants are deployed well, often working closely with pupils who find learning difficult. Pupils report that they find teachers’ marking informative and appreciate the guidance it provides on how to improve their work in the future.

Since the school was last inspected changes made to the curriculum have resulted in a much more creative programme of work. A move towards whole-school themes in which different subjects are combined has increased pupils’ enjoyment of learning and provided a solid platform for the development of their literacy skills. Overall, the curriculum meets pupils’ needs well but development has yet to be completed and the school is using an appropriate implement, evaluate and review strategy to ensure it continues to improve. Increasing opportunities for pupils to develop their numeracy skills when they are working in different subjects is a recognised area for improvement. Regular visits and frequent visitors to school add valuable extra dimensions to pupils’ learning and broaden their horizons. The school provides a good range of extra-curricular activities, which are much appreciated by the pupils.

A very strong ethos of care permeates the entire school. Parents and carers show a high level of confidence in the school to keep their children safe and pupils are confident that help is always at hand should they need it. Close attention is paid to the needs of pupils who may be vulnerable. Their development is monitored very closely and the school utilises its extensive links with different agencies to provide high-quality help for those who need it. Provision for pupils with special educational needs and/or disabilities is organised and managed very well. Those in need are quickly identified and an effective range of support strategies put in place, enabling them to make good progress. Excellent transition arrangements ensure pupils move to the next stage of their learning confidently. The school employs numerous, well-considered strategies to promote good attendance. As a result, levels of attendance are rising and the amount of time lost through persistent absence has reduced significantly since the last inspection. The well-managed before- and after-school clubs provide the small number of pupils who attend with a very positive start and end to the school day.

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	1

How effective are leadership and management?

The headteacher, supported by a knowledgeable and conscientious team of senior staff, leads and manages the school well. Together they provide the school with clear direction and a strong sense of purpose, which at all times focuses on pupils’ achievement and learning. Responsibilities for school development are shared equitably among senior staff but some of the key targets and success criteria of the action plans lack clarity and refinement. Challenging targets are set and teachers are held accountable for the progress their pupils are making. Teaching is monitored

regularly and measures taken to ensure continual improvement. Because they are included and consulted regularly, staff feel valued and involved. The conscientious and effective governing body fulfils its statutory responsibilities well and demonstrates an accurate understanding of how well the school is performing. Governors utilise their wide range of experience and expertise effectively to support the school's work and ask challenging questions to help it improve.

Equality of opportunity is promoted well, although pupils in Key Stage 2 are not yet attaining as well as those lower down the school. Pupils' progress is monitored regularly and efficient systems highlight any differences in the progress made by different groups of pupils, with effective action taken if there is any sign of under-achieving. Links between home and school are promoted well. Parents and carers feel involved with the school and in their children's education. Procedures for safeguarding pupils' welfare are rigorous and effective. Senior staff, governors and pupils make regular checks to ensure that all procedures are fully up-to-date and working correctly. Links with other schools and a variety of organisations enhance pupils' learning and provide good support for their development. The school audits the impact of its work on different communities systematically and reflects any areas for improvement in its development plans. Working closely with a number of agencies, including the children's centre and the minority ethnic achievement team with which it shares a site, the school promotes community cohesion within the school and at a local level very effectively. Links with schools and organisations further away are not as well developed and a current focus of school improvement.

These are the grades for the 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	2
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	2
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

Most children enter the nursery with skills and abilities that are well below those typical for their age. Staff provide a lively and stimulating environment and teach the children well. By the end of Reception most children are working securely within or beyond the expectations for their age. This constitutes outstanding progress and children move into Year 1 very well prepared for the National Curriculum. Staff have an excellent understanding of the needs of young learners and pay very close attention to children's care and welfare. Well-planned, play-based activities encourage children to involve themselves and they readily explore and investigate

the many new things they are encountering. Reception children thoroughly enjoyed playing 'finding the shapes' games with staff who skilfully modified the games to take account of different levels of understanding. Language is promoted well and staff continually engage the children in conversations and discussions. Throughout the Early Years Foundation Stage an extremely happy and purposeful atmosphere prevails. While provision is good and has very positive features, recent changes to the way that children's progress and achievements are assessed and recorded have still to be fine-tuned so that maximum benefit can be derived from them. The Early Years Foundation Stage is led and managed extremely well. Staff work very closely as a team and there is a continual programme of carefully considered improvement. Substantial investment in outdoor provision has created a more stimulating environment and staff are promoting children's learning effectively both in and out of doors. It is still too early to evaluate new arrangements in which Reception children learn alongside Year 1 pupils, but the changes are well considered and based securely on the school's knowledge of the children.

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	2
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

Although the number of questionnaires returned was quite small these, plus the views expressed by the parents and carers who spoke to inspectors during the inspection, confirm that a large proportion of parents and carers hold very positive opinions of the school and are pleased with the quality of education it is providing for their children. Those who added comments to their questionnaires praised the school for the help they had received and commented on the 'amazing' improvement they had noticed 'both in the school environment and in the teaching/pastoral elements'. A small number expressed some concerns about how well the school deals with unacceptable behaviour. Pupils told inspectors that there is a small amount of misbehaviour but that it is dealt with quickly and effectively by staff. Inspectors observed this practice during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Selby 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	76	5	20	1	4	0	0
The school keeps my child safe	20	80	5	20	0	0	0	0
The school informs me about my child's progress	16	64	9	36	0	0	0	0
My child is making enough progress at this school	15	60	9	36	1	4	0	0
The teaching is good at this school	17	68	7	28	1	4	0	0
The school helps me to support my child's learning	15	60	10	40	0	0	0	0
The school helps my child to have a healthy lifestyle	13	52	10	40	2	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)	16	64	7	28	1	4	0	0
The school meets my child's particular needs	15	60	8	32	2	8	0	0
The school deals effectively with unacceptable behaviour	12	48	8	32	4	16	0	0
The school takes account of my suggestions and concerns	14	56	10	40	1	4	0	0
The school is led and managed effectively	16	64	8	32	1	4	0	0
Overall, I am happy with my child's experience at this school	18	72	6	24	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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



12 October 2011

Dear Pupils

Inspection of Selby Community Primary School, Selby, YO8 4DL

Thank you very much for the very friendly greeting you gave the inspectors when we visited recently. We thoroughly enjoyed finding out about the work you do, and special thanks go to those of you who talked with us about the school. Selby is a good school and we understand fully why you enjoy it so much. Staff take exceptionally good care of you and we know you appreciate the help, support and guidance they provide. We were pleased to see you behaving well and working hard in lessons. This shows that you have a good attitude to learning and you can be proud of the way you grow into sensible and caring young people. We think the way you help each other and the staff in school and the contribution you make to your local community is outstanding – very well done!

The progress you make is good because you are taught well and you are given interesting things to do. By the end of Year 6 the majority of you are producing work that is close to the level expected for your age. From the lessons we visited and the work you have done in your books we could tell that, throughout the school, your attainment is rising. To help this improvement continue we have asked staff to:

- provide more opportunities for you to use numeracy when working in different subjects
- encourage older pupils to show what they know and put forward their ideas more often than they do now
- make the plans they write to help the school continue to improve a little clearer.

When you are having a class discussion or the teacher is asking questions, always try to join in. Share what you know with others and if you have any sensible ideas about the work you are doing be prepared to put them forward. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely,

Keith Bardon
Lead Inspector

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