

Nun Monkton Primary Foundation School

Inspection report

Unique Reference Number	121721
Local authority	North Yorkshire
Inspection number	380310
Inspection dates	26–27 June 2012
Lead inspector	Roger Gill

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	26
Appropriate authority	The governing body
Chair	Sue Stout
Headteacher	Susan Fernyhough
Date of previous school inspection	14 November 2008
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Introduction

Inspection team

Roger Gill

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching in six lessons or part lessons taught by four teachers and/or teaching assistants. Meetings were held with groups of pupils, members of the governing body and staff. The inspector observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. He also studied standards in reading, pupils' workbooks and the tracking system used by the school to monitor pupils' progress. The inspector considered the 16 questionnaires completed by parents and carers, as well as those from pupils and staff.

Information about the school

Nun Monkton is much smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average. The number of pupils from minority ethnic heritages is low, as is the proportion of pupils who speak English as an additional language. The proportion of pupils who are disabled or who have special educational needs supported at school action plus, or who have a statement of special educational needs is below average. The school meets the current floor standards (these are minimum standards of pupils' attainment and progress expected by the government). The headteacher joined the school in September 2011 after there had been a period of temporary leadership for two terms. The school has Healthy School status and an Activemark for its provision of sport.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not yet good because standards, by the end of Year 6, in writing and mathematics should be higher and teaching does not enable pupils to make good progress. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Satisfactory achievement, from levels of attainment on entry that are similar to those found nationally, is represented by attainment at the end of Year 6, which is generally average over time. It is, however, above average in reading. Children often make good progress in Reception but then, although improving, progress satisfactorily from Year 1 to Year 6.
- Teaching is satisfactory. Generally, pupils' progress and the work they produce do not match their capabilities, which is why learning, apart from in reading, is satisfactory. Equally, disabled pupils and those who have special educational needs make satisfactory progress. Improvements, this year, in the teaching of pupils who find learning or behaviour difficult are beginning to result in some good progress.
- Behaviour and safety are satisfactory. Pupils respond very positively to the school's family atmosphere, for example eating lunch is a most enjoyable social occasion. However, minor disruptions in lessons and around the school, caused mainly by pupils in Key Stage 2, prevent the good behaviour and attitude shown by many pupils from being the norm.
- Since September 2011, leadership, including that from governors, has responded well to the difficulties caused by the many changes that have taken place. The positive views from parents, carers, staff and pupils testify to the improvements being made. Most recognise that the school is on an upward path, a view supported by the inspection, but that there is still work to be done. Leadership of teaching and the management of performance are satisfactory although advice to teachers lacks precision about how to raise standards.

What does the school need to do to improve further?

- Raise standards in writing and mathematics to at least match those in reading by:
 - ensuring that all pupils are confident in writing well-constructed sentences that convey their ideas clearly
 - making sure that pupils know their tables and show confidence in basic calculations to enable them to solve everyday problems accurately, quickly and carefully
 - enabling pupils to practise writing and mathematics to a good standard across the curriculum
 - providing advice, through more precise monitoring, which enables teachers to raise standards more quickly.

- Ensure that teaching causes pupils to make at least good progress in English and mathematics by:
 - planning lessons, based on accurate assessment, with appropriate targets chosen to quicken progress
 - eliminating low-level disruption
 - providing marking and verbal advice that enable pupils to reach their next level of attainment at a good pace.

Main Report

Achievement of pupils

Pupils achieve satisfactorily. By the end of the academic year 2010-2011, records show that pupils' achievement was weak and many were behind the levels expected for their age. However, since September 2011, pupils' achievement has taken an upward turn and they are progressing at a satisfactory rate.

Good progress is evident in Reception when, for example, children delighted in playing pirates who were looking for treasure and singing sea shanties. The teaching assistant, in full costume, prompted the learning in a skilful way so as to promote confidence and collaboration. Moreover, achievement is good elsewhere, such as when pupils worked in a small group with a teaching assistant for reading comprehension and in lessons for older pupils when they were studying expressions in English from the early 20th century in preparation for their own writing in that style. This captured their imagination and, as a result, behaviour was generally good.

Nevertheless, despite these examples of good achievement seen during the inspection, pupils' workbooks show that they are not yet making consistently good progress in writing and mathematics. Writing is not of a high enough standard in subjects like history and skills in mathematics are not used often enough in subjects like science. Pupils' achievement in writing and mathematics is also often limited by the weak presentation of work. Insufficient attention is paid to correct calculation, spelling and handwriting. Moreover, many pupils lack complete confidence in the

construction of a range of sentences, from simple to complex ones, and in the nimble use of basic skills in arithmetic to solve real life problems.

Attainment in reading at the end of Key Stages 1 and 2 is above average. Pupils' progress in reading is generally good but it does vary because in some year groups there are only two pupils. Progress in reading is often good because learning is structured well by the books provided and pupils reading regularly at home and in school. Moreover, the teaching for pupils who fall behind is effective in helping them to catch up.

Parents and carers are generally positive about achievement and many responses to the questionnaire revealed an understanding of the difficulties faced recently and how the school was trying to improve achievement. Disabled pupils and those with special educational needs achieve satisfactorily. Parents state, correctly, that pupils who find it hard to sustain good behaviour are on the way to achieving as well as other pupils.

Quality of teaching

Parents and carers are positive about recent improvements in teaching that cause their children to say that they enjoy learning in a wide range of subjects. Inspection findings support the view that there have been improvements, which result in pupils making at least satisfactory progress.

Planning for lessons has improved of late so that teachers are clear about the purpose of the work and the criteria by which success might be judged. However, these elements are not always communicated well to pupils and they are often vague as to why they are doing activities. The best learning takes place when activities are designed well for pupils' various abilities, the purpose is clear and teaching provides a challenge so that minor disruptions are rare. On these occasions, pupils use their skills in reading to think deeply about the Titanic disaster, for example, or to prepare for a piece of writing because the topic engages them so well. The teaching of disabled pupils and those with special educational needs is satisfactory. Like other pupils, they are making better progress this year.

However, at other times, although pupils learn satisfactorily, teachers do not ensure that all of the pupils contribute well to discussions. Introductions are too long, which sometimes cause low-level disruptions. Teachers assess correctly and set targets for pupils to reach but this system is so new that pupils are unclear about their next step. Moreover, the marking of pupils' workbooks lacks precision, leaving pupils confused about what to do to reach the next level of attainment. Generally, although teaching is helping pupils to catch up, expectations are low in terms of how work is presented and the amount of work required.

The teaching of reading is effective. Teachers and teaching assistants help pupils become confident in recognising letters and the sounds they make. By the end of Year 6, many pupils read fluently and with understanding.

Teaching and the curriculum sometimes provide good opportunities for spiritual, moral, social and cultural development. For example, older pupils were highly

enthused about painting pictures of mythical creatures to display on the village Feast Day. The creativity shown and the care taken showed what is possible when activities capture their imagination.

Behaviour and safety of pupils

Most parents and carers believe that pupils' behaviour is generally good but some have reservations. Pupils share this view. The inspection found that, while there is undoubtedly some good behaviour, incidences of low-level disruption often act against good progress in lessons and outbursts of an emotional nature, although vastly reduced, still occur. These have resulted in a few temporary exclusions this year. Pupils can see what is good about behaviour as exemplified by the family ethos of the school and their complete sense of safety but admit that it is not always at this good level, especially in lessons.

Pupils understand about the different types of bullying, and say that, 'bullying never happens at our school'. They are well informed about cyber-bullying and staying safe on the internet. Pupils feel safe because they know to whom they can turn if anything upsets them. Times when friends fall out, which result in minor niggles, are tackled well by staff. Attendance is about average. Pupils often have a zest for school life and behaviour is often good at times when there is plenty of adult support such as when lunch is being eaten, which is a time of great social interaction and pleasant conversation, helped greatly by the excellent food provided.

Leadership and management

The headteacher and governing body have, with purposeful support from the local authority and other local schools, implemented a plan to re-establish the school as a good one, at least. They have a good knowledge of the school's strengths and weaknesses, and some positive outcomes are emerging already. New methods of assessing pupils' work have been introduced and as a result plans for teaching contain more ambition for all pupils. Furthermore, the school building has been reorganised to create more effective teaching areas, particularly for older pupils. Pupils' behaviour has improved over the year owing to the consistency of approach in implementing sanctions and rewards. These advances demonstrate a satisfactory capacity to improve. Staff and pupils are convinced that the school is moving in the right direction. Equally, parents and carers are positive about leadership, particularly from the headteacher, citing that their children are more settled and there is a noticeable improvement in learning.

Pupils' spiritual, moral, social and cultural development is satisfactory with some particularly good features as demonstrated by their involvement in school life and significant links with the local community. The school really is at the heart of the community and pupils' development thrives on it. By contrast, they do not have as much knowledge of faiths and cultures other than their own. The planned curriculum has a satisfactory impact on achievement in reading, writing and mathematics, overall. Beyond that, pupils have good opportunities to experience, for example, a wide range of sport and a modern foreign language, and they learn valuable lessons about healthy lifestyles.

Teaching and learning are monitored and evaluated adequately to ensure that teaching and pupils' progress remain at the centre of school development. Although a system is in place to manage teachers' performance and provide professional development, the actual advice after scrutiny by leadership is a little too general and not focused sharply enough on how to raise standards or quicken pupils' progress. Safeguarding is effective and meets the statutory requirements. Discrimination is not tolerated but the promotion of equal opportunities for success is satisfactory because pupils have the capability to do even better both academically and in their behaviour.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 June 2012

Dear Pupils

Inspection of Nun Monkton Primary Foundation School, York, YO26 8ER

I really enjoyed inspecting your school recently. Thank you for being so welcoming and kind to me. You were very good at telling me why you like your school so much. Many of you agree with some of the older ones who said, 'We are so lucky to be able to come here.'

You go to a satisfactory school but one that is improving quickly. Your behaviour is satisfactory. Many of you know how to behave well and feel absolutely safe in school, but in the class for older pupils there is often an undercurrent of inattention that slows learning down. Teaching at your school is satisfactory but has improved this year judging by the progress you are making, particularly in reading. However, your achievement is no more than satisfactory overall, which means you could do better, particularly in writing and mathematics.

Your pride in the school as shown in your preparations for Feast Day is immense. Moreover, the enthusiasm you have in raising money for a boy in Brazil is impressive. You have many interesting things to do. Some of you told me about the recent residential trip, archery lessons on the village green and maypole dancing, for example. I also thought that the younger children have a marvellous outdoor space in which to play all sorts of games and pretend situations.

I agree that there are some good things about your school but it should be at least a good school in every respect. So, I have asked your governors and headteacher to make sure that standards are high enough in writing and mathematics and to make sure that teaching enables you to make nothing less than good progress in English and mathematics. You can help by trying harder with your writing and mathematics, and how you present your work.

Yours sincerely

Roger Gill
Lead inspector

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