

Selby Abbey C of E (VC) Primary School

New Lane, Selby, North Yorkshire, YO8 4QB

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The achievement of pupils is good and improving with pupils making particularly good progress in English and mathematics.
- Teaching is well planned to meet the needs of all learners and makes skilled use of teaching assistants.
- There is excellent support for pupils at risk of falling behind through the school's involvement of teachers, teaching assistants and parents in its assertive mentoring and nurture work.
- Pupils who qualify for the pupil premium perform well such that gaps are narrower than those typically found in other schools.
- Pupils' behaviour is good. Pupils and staff treat each other with respect in a caring cohesive community.
- The school's Christian ethos and regular opportunities for worship and reflection provide good opportunities for the spiritual and moral development of pupils.
- School leaders at all levels, including governors, are ambitious for the school and there is strong staff commitment to achieving the best for their pupils.
- School senior leaders have an accurate view of the quality of teaching and pupils' achievement and have secured improvement such that it is now good.
- The school has a good understanding of the community it serves and offers valuable support for families of pupils with particular needs.

It is not yet an outstanding school because

- While teaching is consistently good there is not enough teaching that is outstanding.
- Too few pupils reach the highest standards particularly in their writing.
- The recently implemented scheme for reading through letter and sound recognition is not yet securely embedded in order to have an impact on all pupils.

Information about this inspection

- Inspectors observed 18 lessons or part lessons, including a number of small support groups, and listened to pupils reading.
- Discussions were held with pupils, staff, the Chair of the Governing Body, the Vice Chair and other governors, and a representative from the local authority.
- The 26 responses to the on-line questionnaire (Parent View) were taken into consideration as were the school's own analysis of a questionnaire completed by over 200 parents. Inspectors also considered the 36 responses to the staff questionnaire.
- Inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Michael Blaylock, Lead inspector	Additional Inspector
Peter Allen	Additional Inspector
Karen Foster	Additional Inspector

Full report

Information about this school

- Selby Abbey Church of England Voluntary Controlled Primary school is larger than the average sized primary school.
- Pupils are predominantly white. Almost three quarters are White British with one quarter of White Other heritage, mostly from Eastern Europe with many Polish pupils. The proportion of pupils for whom English is not their first language is typical of that normally found.
- The proportion of pupils known to be eligible for the pupil premium funding is above average.
- The proportion of pupils supported by school action is average, although the proportion supported by school action plus or with a statement of special educational needs is well above average.
- In 2012, the school exceeded the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - ensuring adventurous planning that increases creativity, imagination and variety in lessons
 - the sharing of best practice from both within and outside of the school.
- Raise standards of attainment further, particularly in writing to realise high expectations of all learners and fully extend the most able through:
 - securely embedding current programme of letters and sounds to accelerate progress in reading
 - providing opportunities to improve pupils' speaking skills to help their writing
 - promoting literacy and numeracy across the curriculum and give opportunities to practice writing for different purposes.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved in recent years such that it is now securely good. The 2012 national tests showed that pupils made significantly better than average progress to achieve standards that are mostly in line with national averages by the end of Year 6. Within English results for writing are lower than reading with a larger gap than is typically the case.
- Overall, children start school with skills and knowledge that are much lower than those typically expected for their age, particularly for those for whose first language is not English. A stimulating environment and a rich range of enjoyable play and learning activities are used effectively to help children develop social and communication skills. Well-coordinated support from teachers and teaching assistants help children to make good progress in personal and language development to approach national standards by the end of the Reception class.
- The standards achieved by pupils in 2012 at the end of Year 2 were in line with those seen in most other schools and have improved, rising from significantly below average in previous years. However the proportions reaching the highest level 3 are below the national averages for reading, writing and mathematics. Pupils currently in Years 1 and 2 are making good progress. They are on target to sustain the standards achieved in 2012 and achieve results in line with national averages.
- The recent implementation of a reading scheme is proving effective in helping pupils develop early reading skills by linking letters and sounds. Pupils make good progress in their reading from low starting points such that weaker readers in Year 2 are able to read frequently encountered words automatically and decode unfamiliar words.
- Pupils eligible for the pupil premium make progress that is similar to other pupils in the school such that the gaps between their attainment and that of other pupils are lower than that seen nationally. The school's implementation of an Assertive Mentoring scheme of one to one support for pupils, with parental involvement and small nurture groups, provide effective support for pupils at risk of falling behind.
- The progress of pupils supported at school action plus or with a statement of special educational need is good. Regular review and careful tracking ensure that there is targeted support that is well suited to their needs. The needs of vulnerable children are extremely well met through the involvement of teachers, support staff, the school's home school support worker and other agencies providing specialist expertise.

The quality of teaching is good

- The quality of teaching was good in most of the lessons observed and included some that was outstanding as well as some that required improvement. No inadequate teaching was seen.
- Pupils' work in English and mathematics provided evidence of good teaching over time enabling them to make increasingly good progress. Useful opportunities for extended writing for older pupils in English results in work that is carefully and neatly presented. In mathematics, there is good use of the number line and number squares with younger pupils leading to efficient calculation methods in Year 6.
- Teachers are enthusiastic and effectively engage the interest of pupils arousing a curiosity for learning. Although they have high expectations for pupils' learning and behaviour and pupils are well motivated, there are too few extension activities to enable pupils to reach the highest levels.
- Teachers make clear what pupils are to understand and identify goals that are matched to pupils' abilities so that pupils know what they are expected to do. However, the links between pupil activities and what they are intended to learn are not always made explicit.
- Active listening is consistently practised as is the use of discussion partners to promote speaking and listening skills. Teachers handle pupils' responses to questions appreciatively and sensitively.

- The emphasis placed on knowledge and instant recall of facts (known to pupils as KIRF) with good opportunities for consolidation of learning through regular review is proving effective.
- Teachers ensure that pupils know what they are doing and what they need to do to improve. Marking is generally good and includes positive comments and next steps. Conversations between teachers and inspectors showed that teachers were also able to accurately evaluate their own teaching.
- Teaching assistants work together well with the teachers to enrich the teaching and learning through their contribution. They also provide good support for pupils both within the classroom and in small group and individual work. Bilingual Polish teaching assistants have a very positive impact with pupils for whom English is an additional language.

The behaviour and safety of pupils are good

- Pupils are polite and well mannered and are respectful to staff and each other. In a philosophy lesson pupils listened very well to each other, being very respectful even when they disagreed. Staff treat pupils with respect reinforcing high expectations of pupil behaviour through recognition, appreciation and praise.
- Pupils are proud of their school, they are keen to learn and their good behaviour helps them learn well. Older pupils know their subject targets, both next steps and their end of year levels. Pupils' behaviour is consistently well managed throughout the school and is carefully monitored. This helps them learn well and enjoy positive relationships with their teachers and other adults.
- Pupils know they are safe in school. Staff and parents strongly agree with this view. Pupils have a good awareness of risk. The school has a strong focus on anti-bullying. Consequently bullying, of all types, is rare but pupils know that they can trust their teachers to deal appropriately with any concerns they have.
- Attendance has improved such that it is now above the national average. There have been no permanent exclusions in either the last or the current school year.

The leadership and management are good

- Following the headteacher's lead, senior leaders and governors are ambitious for the school and enjoy the support of the staff. Together they set a clear improvement agenda, wanting the very best for the pupils in the school and wanting Selby Abbey to be an outstanding school. Leaders have an accurate view of the school's performance and diligently pursue issues to resolve them and improve provision.
- Positive and effective performance management is characterised by a robust approach linked with strong commitment to the professional development and empowering of all staff. This includes clear identification of targets for the pupils they teach, for their own leadership roles and a personal target. Good practice is evident in the use of the Teachers' Standards for self evaluation by all teachers. Incremental awards follow successful performance management.
- Recent staff turnover has been a challenge but has been managed well by the headteacher and governors. There is a strong commitment to and investment in developing and empowering the school's own staff.
- Middle leaders are well supported and have a clear understanding of their role and accountabilities. They are effective in securing consistency of practice in both reading and calculations with clear plans for further developments.
- The school's Home School Support Worker provides strong community links, particularly for families with pupils facing particular needs where valuable support is provided or accessed from specialist agencies as required. Horse riding proved effective in helping one pupil overcome early speech problems!

- Recent developments with the curriculum have focused on developing a skills-based curriculum, which includes French and philosophy. The curriculum has a strong focus on writing, recognised as much needed by the school, with themes carefully chosen to appeal to all pupils. A 'Flushed for Success' project linked well with the school's distinctive principles of living faith, performance in action and enterprise and included work on the Water Aid charity.
- The school is a cohesive community with a Christian ethos expressed as 'Believe and achieve' that promotes equal opportunities, confronts discrimination and teaches pupils respect for people of different faiths. It helps pupils develop an understanding of other cultures and prepares them well for life in modern Britain. For example, a Polish member of staff made a moving contribution to the junior school holocaust assembly and responses to current events feature in daily assemblies.
- The local authority knows the school well. It provides constructive support and challenge recognising and celebrating recent improvement and successes.
- The school's safeguarding procedures meet statutory requirements.
- **The governance of the school:**
 - Since the last inspection the governing body is more experienced and effective with a core group that is better placed to collaborate with and challenge the school's senior leaders. Governors contribute strategically in the setting of school priorities and are aware of the progress that the school has made in raising standards and in improving the quality of teaching. They are fully involved in recruitment, staffing issues including the recognition and rewarding of good teaching as well as the performance management of the headteacher. Governors are well informed and know how the school uses the pupil premium funding, such as for one-to-one support, nurture groups, the appointment of a Home School Support Worker and the subsidising of school trips where needed.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121586
Local authority	North Yorkshire
Inspection number	402040

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Colin Hunter
Headteacher	Jo Jennings
Date of previous school inspection	7 October 2009
Telephone number	01757 703817
Fax number	01757 213978
Email address	admin@selbyabbey.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

