

# St Mary's Market Weighton Roman Catholic Primary School

Sancton Road, Market Weighton, York, North Yorkshire, YO43 3DB

**Inspection dates** 20 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils' achievement is good. This is because standards of attainment have improved since the last inspection and pupils are now making faster progress.
- Most of the children starting in Reception Year have skills and understanding lower than expected. The levels of attainment reached by pupils who leave in Year 6 is close to and often above national expectations. This represents good achievement for the majority of pupils.
- Teaching is good overall. This is because the majority of teaching interests and engages pupils well and they enjoy learning. Teaching assistants are skilled, have good levels of knowledge and use their time well to support pupils. As a result, pupils make good progress regardless of their ability or starting points.
- Behaviour is good. The majority of pupils are well behaved in the classroom and are keen to learn. Pupils confidently say that they feel safe in school. They are knowledgeable about the different forms bullying can take and say that incidents of bullying are rare and that staff deal with it well if it occurs.
- The headteacher and small staff team work closely together. Since the last inspection they have successfully improved the quality of teaching and many other aspects of the school's performance. Their continued commitment to improving the learning and progress of all pupils shows their ability to make the school even better in the future.

### It is not yet an outstanding school because

- Pupils do not yet achieve as well in writing as they do in reading and mathematics. This is because they do not have sufficient opportunities to produce longer pieces of writing.
- In a few lessons, work set does not accurately match the needs of all groups of pupils and work for more-able pupils is too easy.
- When teachers mark pupils' books they do not always give them enough guidance to help them improve their work.

## Information about this inspection

- Inspectors observed eight lessons taught by four teachers. A joint lesson observation was undertaken with the headteacher. The inspection team also listened to nine pupils from Years 1, 2 and 6 read and examined the quality of work in the books of pupils from across the school.
- The inspection team held meetings and had discussions with pupils, senior leaders, members of the school staff, two members of the governing body and a representative from the local authority.
- Thirty three parents made their views known to the inspection team through the online questionnaire (Parents' View). The inspection team also took into consideration the views of 16 staff who returned questionnaires to the inspection team.
- The inspection team studied health and safety documentation, teachers' curriculum planning, documents relating to the performance management of staff and the school's system for checking pupils' progress.

## Inspection team

Marian Thomas, Lead inspector

Additional Inspector

Paul Plumridge

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average primary school.
- Because of the small size of the school, pupils are taught in mixed-age classes.
- Since the last inspection there have been changes to the leadership team with the appointment of a new headteacher and a new Chair of Governors.
- The vast majority of pupils are of White British heritage with a small number of pupils from other ethnic backgrounds.
- A lower than average proportion of pupils is known to be eligible for the pupil premium (which provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families).
- Compared to similar schools, an average number of pupils are supported at school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is a little higher than the national average.
- The school meets the current floor standards set by the government for pupils' attainment and progress.
- The school has Healthy School status.

### What does the school need to do to improve further?

- Improve the quality of teaching so it is consistently good or better by:
  - ensuring that work set for all pupils meets their needs and is at the right level so it is not too easy for higher-attaining pupils
  - ensuring that the marking of pupils' books provides them with sufficient guidance on how to improve their work.
- Improve pupils' achievement in writing by ensuring that they are offered more opportunities to undertake longer pieces of writing.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good and has improved since the last inspection. The majority of pupils arrive with skills that are below those that are expected. When they leave in Year 6, their attainment is just above that expected nationally in English and mathematics.
- Children join the school's Reception class from a variety of different nurseries and other settings. They settle quickly and benefit from good and sometimes outstanding teaching as well as from the wide range of activities provided. As a result, the majority make good progress towards developing early reading, writing, mathematical and social skills that are closer to expected levels and this prepares them well for Key Stage 1.
- In this small school there are variations in year-on-year test results. Overall, pupils make good progress from Year 1 to Year 6. However, attainment last year in Key Stage 1 was better than that in Key Stage 2. The very small cohort of 10 pupils in Year 6 had high levels of identified special educational needs. The majority made better than expected progress but because of their additional needs few achieved higher levels.
- Currently, Year 5 and Year 6 are making better than expected progress and are on course to achieve above national expectations in English and mathematics.
- Pupils develop good reading skills. The library, having a good selection of fiction and non-fiction books, contributes well to developing pupils' love of books which has improved achievement in reading overall. The majority of boys enjoy reading as much as girls and, as one pupil explained: 'Reading takes me into another world'.
- Pupils who fall behind in reading are given extra support to develop their phonics skills (knowledge of how letters link to sounds). This has contributed to the rise in achievement in reading because it helps pupils to read unfamiliar words more fluently.
- Overall attainment in writing is less strong than in reading or mathematics. Because pupils are not yet given enough opportunities to write longer pieces of work, their skills do not develop quickly enough.
- Because only a very small number of pupils are supported by the pupil premium, leaders ensure that each one receives closely monitored individual support. As a result, pupils in this group make good progress compared to similar groups of pupils across the country. Gaps in the attainment between this group and other pupils in the school are closing so that their attainment is now broadly average.
- Disabled pupils and those with special educational needs also make good progress. School staff are skilled at identifying their individual needs and putting into place a good level of support, such as providing small groups that focus on pupils' reading and writing skills.
- The small number of pupils from other ethnic groups also make good progress. For example, a small group of Eastern European pupils were unable to speak English when they joined the school in Year 1. When they left in Year 6 their attainment was equal to others in the year group in mathematics and reading. This represented good progress and illustrates well the school's commitment to equality of opportunity for all pupils.

### The quality of teaching is good

- Teaching is good overall and has improved significantly since the last inspection owing to the good levels of support and monitoring provided by the headteacher and other senior staff.
- However, while the majority of teaching observed during the inspection was good or better, there are still some inconsistencies where aspects of teaching require improvement.
- In the majority of lessons, work set matches pupils' needs well and pupils of all abilities make good progress. However, in a small number of lessons work set for higher-attaining pupils is too easy and as a result they do not make as much progress as they should.

- Pupils say they enjoy learning because teachers make lessons fun and exciting. An example of this could be seen in a mathematics lesson where pupils in Year 3 and 4 were set the challenge of making number pairs with sets of numbers from 0 to 9. Pupils worked in pairs, the challenge varying dependent on ability. Pupils quickly became engaged and fierce competition developed between pairs on each table to be the quickest to complete the task. Much discussion also ensued between pupils about the quickest way to complete the puzzle which demonstrated good mathematical thinking in all ability groups.
- Parents appreciate the good start their children are given in the school's Reception class. They describe staff as friendly and welcoming and say their children settle quickly. They also feel the regular contributions they make to their children's records of achievement are appreciated by staff.
- All staff mark pupils' work diligently and offer a good range of positive comments and feedback. However, feedback given does not always give pupils sufficient guidance on how to improve their work further.
- Staff work closely together as a team. Support staff are skilled and knowledgeable and their time is used effectively in classrooms. As a result, those pupils who learn more slowly than others make good progress.
- Teachers ensure, through the lively and informative curriculum, that pupils are offered a good range of activities and opportunities to use their literacy and numeracy skills.

### **The behaviour and safety of pupils are good**

- Pupils clearly enjoy coming to school and arrive punctually. They feel their opinions are valued and that the school council makes a valuable contribution to the running of the school.
- Pupils behave well both inside and outside the classroom. They are keen and eager to start work and show good attitudes to learning. This contributes well to their good levels of achievement.
- A very caring ethos is promoted throughout the school. This could clearly be seen in the polite and caring attitudes shown by pupils towards each other, staff and the inspection team and is also reflected in pupils' good levels of spiritual, moral, social and cultural understanding.
- Pupils spoken to during the inspection say they feel safe. They are clear about the different forms bullying can take and are knowledgeable about where to turn if they have concerns. The vast majority of parents feel the school keeps their children safe and deals effectively with any incidents of bullying.
- Attendance has continued to improve since the last inspection and is above average for similar schools. This is because of the diligent way in which school staff follow up any incidents of pupil absence.

### **The leadership and management are good**

- The recently appointed headteacher and staff team have a clear vision and understanding of how successful the school can be. With the support of the governing body, they have improved the school's performance from being satisfactory to good since the previous inspection.
- As a result of this clear focus on improving the school's performance, all areas identified in the previous inspection report as in need of improvement have been successfully addressed and the quality of teaching and pupils' attainment have both improved. This level of success demonstrates the ability of school leadership to bring about further improvement.
- Despite the small numbers, pupils who attend have a wide range of different needs and abilities. All groups are well supported and as a result, make good progress. This demonstrates the school's continued commitment to equality of opportunity for all pupils.
- The vast majority of parents support the work of the school and feel that it enables their children to achieve well both socially and academically. A number commented on the caring

approach of staff and the views of one parent who took time to write to the inspection team reflected the views of many: 'St Mary's is a true family school where all children and their families are welcomed and supported'.

- Staff targets set by the headteacher, through management of their performance, link directly to pupils' achievement and the school's development plan. Checks on the performance of staff are rigorously undertaken and information is used to make decisions on teachers' pay.
- The local authority has helped the school to improve by offering school leaders good levels of both support and challenge through regular visits.
- **The governance of the school:**
  - The governing body has a broad range of skills and experience. Governors attend training regularly and offer a good level of support and challenge to the decisions made by school leaders. For example, their improving understanding of the use of data to monitor pupils' performance has enabled them to monitor pupils' performance more effectively. In partnership with senior leaders they have developed an effective system of performance management for staff which links pupils' achievement to teachers' pay awards. Careful use of pupil premium has enabled the governors to give valuable support to, and increase the levels of attainment and progress of, pupils who are known to be vulnerable. The health and safety committee ensures safeguarding procedures meet current requirements.

## 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

<b>Unique reference number</b>	118033
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	401720

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Newton
<b>Headteacher</b>	Julie Sutherland
<b>Date of previous school inspection</b>	5 October 2009
<b>Telephone number</b>	01430 872330
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