

# Baldersby St James Church of England Voluntary Controlled Primary School

Baldersby St James, Thirsk, North Yorkshire, YO7 4PT

**Inspection dates** 20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too much teaching requires improvement. As a result, there are too many lessons in which pupils do not learn well.
- Teachers spend too long working with small groups of pupils and do not check the progress other pupils are making often enough. When this happens the behaviour of some pupils and the progress they are making require improvement.
- Teachers do not always provide pupils with clear written comments and guidance on how to improve their work, particularly in mathematics.
- Although most pupils make the progress expected of them in English and mathematics, few make better progress than this.
- Teachers do not always plan activities that get the best out of their pupils. As a result, not enough pupils make good progress from their starting points.
- Teachers do not always make sure that pupils' writing is of the highest standard. There is too much variation in the quality of writing in pupils' books.
- Leaders and managers have not developed an accurate view of the school's performance. Insufficient consideration has been given to the progress of all pupils when measuring the quality of teaching and learning.
- When planning for improvement leaders and managers are not clear about how they will recognise whether their actions have been successful in improving teaching and pupils' achievement.

### The school has the following strengths

- Teachers create good opportunities for pupils to use computers to research and present their learning.
- Pupils say they feel safe and enjoy their time at school. This contributes well to pupils' above average attendance.
- A good range of well-planned additional activities enhances the curriculum and broadens pupils' experiences.
- Governors have high ambitions for all of the pupils and are now working extremely closely with the school to ensure that the needs of all of the pupils are being met.

## Information about this inspection

- The inspectors observed 10 lessons. Three teachers, including the headteacher, and one teaching assistant were observed in lessons. One teacher was a supply teacher as the main class teacher was ill. Two joint observations were undertaken with the headteacher.
- The inspectors spoke to pupils about their learning in lessons and their safety in school. The inspectors also listened to some pupils reading.
- Meetings were held with four members of the governing body, school staff and a representative of the local authority. In addition, the inspectors looked at the school's review of its performance, its development plan, safeguarding information, school policies and the minutes of governing body meetings.
- The inspectors analysed 16 responses to the on-line questionnaire (Parent View) and spoke to some parents at the start of each day.
- The views of four staff who returned questionnaires were taken into account.

## Inspection team

James McGrath, Lead inspector

Additional Inspector

Anne Firth

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- There are more girls than boys. The proportion of girls is well above average.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families, and those known to be eligible for free school meals) is below average.
- Almost all pupils are White British. Almost all pupils speak English as their first language.
- The proportion of pupils supported at school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational need is well below average and no pupil has a statement of special educational needs.
- The school has two classes; one in which children in the Early Years Foundation Stage, Year 1 and Year 2 pupils are taught, and a second for pupils in Years 3 to 6.
- The school meets the government's current floor standard, which sets minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds the Basic Skills Agency's Quality Mark.

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

- In order to raise standards and accelerate pupils' progress, particularly in English and mathematics, improve the quality of teaching by making sure that all teachers:
  - plan to meet the needs of all pupils in all lessons
  - make frequent and thorough checks of the progress pupils are making as the lesson proceeds so that all pupils receive appropriate support, make good progress and behave well
  - provide better guidance and information when marking so that pupils can improve their work, particularly in mathematics
  - ensure that all pupils, on all occasions, produce high quality written work.
- Increase the impact of leadership and management by:
  - developing an accurate view of the quality of teaching and learning based on the progress all pupils are making
  - making and implementing plans for development, which have sharp and measurable targets based on improving pupils' learning and increasing their progress.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because variations in the quality of teaching mean that not enough pupils are making good progress by the time they leave school. As a result they do not achieve as well as they should.
- Most children start school with skills that are typical for their age. The very small numbers of children joining the school settle well under the supervision of their teacher and teaching assistant. The Early Years Foundation Stage classroom and outside learning area provide children with stimulating, well-resourced environments in which to learn. They strengthen their skills and are well prepared for the next stage of their learning.
- Through Key Stage 1 and Key Stage 2, most pupils make the progress expected of them in English to match national expectations but not enough make good progress to achieve higher than that. In 2012 standards were below the national average in mathematics. Learning seen in lessons in the current Year 6 and a review of the school's assessment information indicate progress that will enable pupils to reach national standards in mathematics.
- Disabled pupils, those with special educational needs, and those eligible for the pupil premium receive additional support from teachers and teaching assistants to help them make similar progress to others in school. The progress of these pupils requires improvement so they can reach nationally expected standards.
- All pupils are keen and eager to read. The most recent screening test at the end of Year 1 indicates that pupils' reading skills are currently average. The school promotes early reading with parents and some have received guidance to help their children read well. Many parents, especially those with younger children, use the 'Home-School Diary' to check how well their children are reading. The most able pupils read fluently and with meaning. Others do not always link sounds and letters to improve their reading and do not always fully understand what is being read.

### The quality of teaching requires improvement

- Most of the teaching seen required improvement as too many pupils were not making good progress in lessons.
- Teachers create good opportunities for pupils to use computers to research and to strengthen their learning in mathematics and English. From a very early age pupils have good computer skills. In the Early Years Foundation Stage and Key Stage 1, pupils were working independently to create PowerPoint presentations and using spelling games to support their learning.
- Teachers help pupils to develop good questioning skills and an interest in reading. They do this through the use of 'literacy circles' where pupils take on different roles in a structured group and question each other about the book they are currently reading. Teachers plan good opportunities for pupils to develop independent learning.
- In many lessons, teachers work with small groups of pupils who generally benefit from the close attention they are given. However, they do not check often enough the learning and progress of those pupils working independently. This leads to some pupils producing work of variable quality. These pupils are not always challenged by the teacher to improve their work and make better progress.
- Teachers do not always manage behaviour well as they do not observe the whole class often enough to ensure that all pupils are focusing on the tasks set for them.
- In some of the lessons requiring improvement, the level of work planned by teachers does not meet the needs of all pupils. Some are not challenged sufficiently while others find the work too difficult.
- All teachers mark pupils' work regularly but they do not always provide useful suggestions for

pupils to improve their work, particularly in mathematics. An analysis of pupils' work also showed that, when marking, teachers do not always demand the highest standards in writing.

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

### **requires improvement**

- Most pupils are keen and eager to learn and follow the instructions of their teachers. However, pupils lose concentration when listening for too long to introductions from their teachers, particularly in Early Years Foundation Stage and Key Stage 1.
- Too often, when working independently or in groups some pupils do not focus on their work and this leads to some minor misbehaviour that remains unchecked. This behaviour requires improvement as it slows the pace of learning and good progress is not being made.
- Pupils are polite and courteous with adults and they treat each other with respect. Around the school and in the school dining area they behave well. The school is a harmonious community.
- Pupils have a good understanding of how to stay safe as the school educates them well about aspects such as internet safety. They have a good awareness of different forms of bullying through the school's curriculum. On the exceptionally rare occasions that bullying occurs the school manages it effectively.
- During the past year attendance has been above average. All groups of pupils attend well especially those in receipt of pupil premium funding. All pupils attended school on the day of the inspection.
- Pupils say they are safe and enjoy school as they are well cared for by their teachers. Most parents who responded to Parent View believe that their children feel safe at school and all parents believe their children are well looked after at school.

### **The leadership and management**

### **requires improvement**

- The headteacher, governors and staff have worked together to develop a strong sense of purpose driven by the desire to improve pupils' achievement and ensure equality of opportunity for all.
- There is a thorough system for checking pupils' progress. The school is monitoring its assessments with other schools in the locality to establish the accuracy of their assessments. The quality of teaching is checked through a range of appropriate strategies, including lesson observations, learning walks around school and examination of pupils' workbooks.
- However, the headteacher has not yet established an accurate view of the school's performance as there has not been a strong enough link between the quality of teaching and the progress of all pupils.
- The school's key priorities are appropriate and linked to a development plan. However, measures to judge the success of the plan do not focus sufficiently on how actions will specifically improve pupils' learning and progress.
- Systems to check the performance of teachers are in place with a performance review system for teaching assistants. This is a good example of equality of opportunity as it identifies the training needs for all those involved in teaching. The training programme for staff is focused on improving teaching and one of the teachers is attending training relating to developing outstanding teaching methods.
- The curriculum offers a wide range of activities, including swimming and French, to help pupils to enjoy their learning. A number of after-school clubs and a residential visit to an outdoor education centre provide exciting opportunities for pupils. There are good opportunities to enjoy music and visit places of worship such as a Hindu temple. These contribute well to pupils' good spiritual, moral, social and cultural education.
- The local authority has provided good support to develop the skills of the governing body. Its level of support for leadership and teaching in the school has varied according to perceived need

but this has not yet led to enough improvement.

■ **The governance of the school:**

- The governing body has high ambitions for the school and has set clear priorities for improving the school. Its members have surveyed their skills and sought the support of the local authority to establish appropriate training to fulfil their duties. Governors fully understand data about pupils' progress and ask searching questions of the headteacher to determine the quality of teaching and learning in the school. They are getting to know the school well through observing pupils in their lessons and joining school council meetings as guests. They have regular financial reports and make checks on the school's budget. They have approved the use of pupil-premium funding to employ additional support for English and mathematics. They know of some improvements and are determined to ensure there are more rapid improvements to support pupil progress. They understand fully the arrangements linking teachers' performance and pay. When targets are not met they challenge the headteacher to ensure that there is improvement. Governors have received training and ensure that the school's arrangements for safeguarding meet statutory 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>	121478
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	402031

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	37
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alexandra Little
<b>Headteacher</b>	Mark Lawn
<b>Date of previous school inspection</b>	30 November 2009
<b>Telephone number</b>	01765 640277
<b>Email address</b>	admin@baldersby-st-james.n-yorks.sch.uk



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