

North Duffield Community Primary School

Broadmanor, North Duffield, Selby, North Yorkshire , YO8 5RZ

Inspection dates 24–25 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Pupils' behaviour is good and they have a clear understanding of how to keep themselves and others safe. They say they like school and are happy here.
- Pupils make good overall progress as they move through the school and most achieve well, especially in mathematics.
- Current standards are a little above national averages for the age of the pupils.
- Teaching is good and staff use questions well to check what the pupils know and to identify what they are uncertain about.
- The school correctly identifies its strengths and areas for improvement and the monitoring of teaching is accurate.
- Pupils from all backgrounds are warmly welcomed and those who need the most help are well supported.
- Leaders and governors have taken effective action to address a recent decline in standards. In the last year the school has made marked improvement.

It is not yet an outstanding school because

- There are inconsistencies in the quality of teaching. The planning of lessons is sometimes not clear enough in identifying exactly what the pupils are to learn. Work is not always well matched to the different ages and abilities within a class.
- Occasionally staff spend too long explaining things to the pupils, which limits the time available for them to produce work in depth and detail.
- Senior staff and subject leaders do not check the quality of teaching and learning rigorously enough or work with colleagues sufficiently to ensure consistent practice.

Information about this inspection

- The inspector observed teaching in all five classes and saw parts of nine lessons. Several of these were carried out jointly with the headteacher. She also listened to individual pupils reading and looked at the work in pupils' books to get a view of progress over time
- Meetings were held with the headteacher, the Early Years Foundation Stage leader, and staff with responsibility for coordinating provision for special educational needs. Discussions took place with groups of pupils, as well as with representatives of the governing body and the local authority.
- The inspector took account of the views of 37 parents from the on-line questionnaire (Parent View). She also spoke to several parents and reviewed 20 responses to the staff questionnaire.
- The inspector observed the work of the school and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring information, and records relating to governance, attendance and safeguarding.

Inspection team

Sue Hall, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The large majority of pupils are from White British backgrounds. No pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average. In this school this provides additional funding for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs identified at school action is well below that in most schools.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is a little below average.
- The headteacher is new to the post since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure the quality of teaching is consistently good or better by:
 - making full use of assessment information to ensure that work is well matched to the age and ability levels of different groups of pupils
 - checking that introductions to lessons are not too long and that pupils have enough time to produce work at length and in depth
 - ensuring that staff make clear to pupils exactly what they are to learn or do in any task.
- Improve leadership and management by:
 - ensuring senior staff and subject leaders regularly and rigorously check the quality of planning, teaching and the work in pupils' books
 - using the information gained from their monitoring to work with colleagues in order to address any inconsistencies.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that vary from year-to-year. While in some years children have entered with skills above those expected, school records indicate that recent standards on entry have been in line with expectations for their age. Children in the Reception class make good overall progress and become chatty and confident young learners who are keen to take part in the range of interesting activities available.
- In the last two years standards across the school had dipped, especially in reading and writing. The school was a little slow to recognise this trend, but has now considerably improved the way in which it checks individual achievement. A faster and more secure rate of progress has been made this year in the way in which pupils acquire key skills across the school. Current standards in Year 2 and Year 6 are slightly above national averages in English and mathematics.
- Last year pupils in Year 1 also did not do well in checks of their knowledge of letters and the sounds that they make. This year staff' knowledge of how to improve the rate of progress has grown and standards have improved and are at least in line with the targets set.
- The sample of pupils' work and the lesson observations show that progress is now good for most pupils. Data indicate that in recent years girls have done better than boys, and to a greater extent than seen nationally. The school now checks more carefully the progress made and no significant differences between boys and girls are evident.
- The school has recently placed a greater emphasis on reading and ensures that pupils have more opportunities to read to a trained adult. Most pupils read well and younger ones in particular are able to use what they know of letters and sounds to work out unfamiliar words. Standards in writing are also improving. For example, collections of recent science work in Year 3/4 show the effective development of writing skills across other subjects.
- For several years standards in mathematics have been better than in English and discussions with pupils indicate that many feel this is their favourite subject. This was seen especially for pupils in Years 2/3 who made good progress in using their multiplication skills to solve problems. They enjoyed searching outdoors for problem cards and working out, for example, 'If seven Viking warriors captured four Saxons each – how many prisoners did they have?'
- Disabled pupils and those with special educational needs make good overall progress. While a small number of parents believe the school does not address concerns early enough, those who need the most help were seen to be well supported. Discussions with pupils show that those with a statement of special educational needs make considerable gains in their confidence and skills.
- Pupil-premium funding is used to provide extra teaching and support, and enables the very few pupils entitled to free school meals to make the same good progress now as others in the school. Last year the gap between what these pupils and others achieved was wider than seen nationally. With more effective use of the funding this year to support specifically the pupils it is intended for, the gap is now narrowing in English and mathematics.

The quality of teaching is good

- Teaching is good overall, although a little variable. This is because the school has not yet succeeded in developing a consistency of approach in planning and in how pupils are taught. Teaching is usually better for those in the middle of the school and for the younger ones than for the oldest pupils.
- Teaching is currently most effective in Years 2/3 where an imaginative approach to linking subjects together and using resources ensures that the interest of the pupils is captured. For example, when they were shown two old keys, pupils animatedly discussed with a partner to whom these might belong. They then used their knowledge of Viking legends to create a character and setting for their own stories.

- Most staff use questions well, both to check what pupils know and identify what else they need to learn. Pupils are sometimes able to discuss their ideas with a partner but this is not always the case, and sometimes pupils have to listen to explanations or the ideas of others for too long. This affects the concentration of some and allows many to be passive listeners rather than active and enthusiastic participants.
- The quality of lesson planning is variable, and it is sometimes not clear enough what pupils are to learn or improve. At times the level of challenge is not high enough for some older pupils because information about what pupils already know and can do is not used well to provide a different focus for groups of a range of abilities. For example, when pupils reviewed their own newspaper articles of King Tutankhamun's death, the changes they made were minor and had little effect on learning.
- In the Reception class there is a good balance of adult-led and child-chosen activities. Children enjoy 'discovery time' where they follow their own interests, subtly influenced by the range of equipment made available. They particularly enjoy using the digging pit and discussing what wet and dry pasta feels like.
- In Year 1 a selection of games ensures a good focus on letters and the sounds they make. Here children like using word cards and remembering those that match the sounds hidden below a set of beakers. They also make words that include the sounds they land on when throwing a bean bag.
- The marking of pupils' work is completed conscientiously if somewhat briefly. Targets are used to help identify what needs to be improved.
- Staff training activities have ensured a greater emphasis on identifying what makes effective teaching, including a focus on pupils discussing their ideas with a partner. Teaching assistants work in partnership with teachers to support groups and individuals, including disabled pupils and those with special educational needs. They also support those entitled to pupil-premium funding with a growing emphasis on ensuring these pupils are well challenged.

The behaviour and safety of pupils are good

- The behaviour of pupils is good rather than outstanding because their attitudes to learning are not consistently excellent. Where teaching is least effective some pupils do not take a very active part in their learning. They offer few ideas to discussions, are passive in their approach and do not appear to try hard with their work all the time.
- The pupils spoken to during the inspection all say they like coming to school and think that this is a friendly place to be. The very large majority are well behaved, polite and very helpful to each other and the adults around them.
- Pupils say they particularly like playtimes, and observations show their behaviour is often excellent when playing outdoors. They share equipment happily and say they feel safe.
- Pupils have a good understanding of the different types of bullying and recognise that cyber-bullying and other types of mistreatment can be very hurtful. Several say there is some name-calling in school but are confident this is acted upon by the staff. The school sanctions for misbehaving are clearly explained by older pupils. Parents' views indicate that they feel confident their children are happy and kept safe.
- Disabled pupils and those with special educational needs are well supported. Some of these pupils speak with pride about how much progress they have made, including in gymnastics, and how many friends they make.
- Attendance and punctuality are good and the school is working to cut the number of holidays taken in term time.

The leadership and management are good

- The school has made considerable improvements in many areas during this year. This was largely because staff were motivated to act following the recent dip in standards. The local authority supported the school in a review of teaching and learning and helped leaders correctly identify where improvement was needed. The local authority also provided support for the headteacher in leading the school forward while relatively new to the post.
- Following this review, the staff then set about improving assessment procedures so they could more carefully track the progress of individuals and groups of pupils. The school has a correct view of its strengths and areas for further improvement. Joint lesson observations show senior staff have an accurate understanding of the quality of teaching observed.
- There has been an effective focus on improving teaching. Teachers' performance is checked and senior leaders use information from lesson observations and data about pupils' progress to decide whether teachers should be paid more. This is linked to a programme of staff training and has led to improvements in some areas.
- The work of the Early Years Foundation Stage leader and the special educational needs coordinator is effective and ensures that these areas of provision are good. The roles of subject leaders are, however, relatively under-developed. Staff have had few opportunities to monitor planning, teaching and samples of the pupils' work, which makes it difficult for them to identify how they can support colleagues.
- Pupil-premium funding is now used well to make sure that individuals get the support they are entitled to. Extra teaching and support staff are employed to help accelerate learning, especially in English. The school now evaluates the effect of specific expenditure through data which shows that pupils receiving additional help are making better progress than in previous years.
- The school provides the pupils with a clear moral code where they value everyone. Their cultural development is supported through links with a school in Zambia. Staff and pupils are looking forward to the imminent visit of two teachers from Zambia, and talk about how they can make them welcome. However, older pupils' understanding of some other religions and cultures is a little insecure.
- Procedures to safeguard pupils meet current government requirements. Staff actively ensure that all pupils have equal access to learning and are provided with suitable opportunities to achieve well. The school fosters good relationships and tackles discrimination well. Overall, because of the good improvements made this year, the school shows it has the capacity to continue to improve.
- **The governance of the school:**
 - Governors are highly committed to and supportive of the school. They have an accurate understanding of pupil progress and the quality of teaching, and know what the data about standards tells them. They support the headteacher well in managing teacher performance and pay-related issues. They provide challenge when this is needed to tackle underperformance. Governors recognise the necessity to extend their programme of focussed visits to the school, so that they understand at first-hand more about priorities for improvement and are not dependent on staff for information. They manage the budget successfully and are aware of their responsibilities to ensure that pupil-premium funding helps to raise achievement for those pupils who are entitled to it. Governors work with the local authority to improve the fabric of the building. They are rightly aware that the very cramped classroom areas are not easy places to manage large classes. They have not, however, checked well enough that the recording of such aspects as risk assessments are managed efficiently.

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	121455
Local authority	North Yorkshire
Inspection number	413266

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair	Mike Ward
Headteacher	Andrew Russell
Date of previous school inspection	3 February 2010
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