

# Great Smeaton Academy Primary School

Great Smeaton, Northallerton, North Yorkshire, DL6 2EQ

**Inspection dates** 7 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
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

- Leadership and management require improvement because systems to make sure teaching remains of high quality are new or undeveloped.
- Senior leaders in the school do not play a significant role in checking or improving the quality of teaching.
- Teachers are not held well enough to account for the progress their pupils make and pupils' progress is not tracked well enough.
- Teaching does not always challenge pupils sufficiently and some lessons lack pace.
- Staff training is weak, infrequent and lacks focus.
- The governing body has not ensured that the headteacher's or teachers' performance is managed robustly. Moreover, it is only over the past few months that they have been given accurate information with which to hold the school to account.

### The school has the following strengths

- The new acting headteacher has quickly identified serious leadership issues and is addressing them systematically.
- Achievement is good in all subjects. Many pupils leave with standards that are well above average. This is the result of good teaching over time and the very effective support with learning that pupils experience at home.
- Pupils behave well and courteously at all times.
- Lax procedures for safeguarding and irregular practices in relation to safeguarding have been robustly tackled by the exceptionally committed governing body.

## Information about this inspection

- The inspectors observed five parts of lessons, taught by two staff, of which two were jointly observed with the acting headteacher.
- Meetings were held with the acting headteacher, other staff and members of the governing body. Pupils were spoken with in lessons and in the playground and pupils were heard reading.
- Inspectors analysed the 17 responses that had been submitted to the online questionnaire for parents, Parent View.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

## Inspection team

Robert Jones, Lead inspector

Additional Inspector

Karen Holmes

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average sized primary school.
- A below average proportion of pupils is eligible for the pupil premium, which provides additional funding for those pupils in local authority care and for pupils known to be eligible for free school meals and children from service families.
- The proportion of pupils with special educational needs and supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average.
- All pupils are of White British heritage.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- At the time of the inspection, an acting headteacher had been in post since the beginning of the school year.

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

- Improve leadership and management so that they become at least good by:
  - ensuring all leaders take a substantial role in checking and improving the quality of teaching
  - ensuring that the new system for tracking pupils' progress is consistently used by teachers so they are able to set challenging targets and match work to pupils' abilities with more precision
  - holding teachers closely to account for the progress their pupils make.
- Improve governance so that:
  - the performance of the headteacher and of teachers is managed rigorously.
- Improve teaching and raise pupils' achievement further so they become outstanding by:
  - offering more challenge to pupils of all abilities and increasing the pace of learning in lessons so that pupils are not spending long periods of time listening to lengthy instructions
  - improving the training provided for teachers so it is regular, planned and of high quality.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with skills that are above those expected for their age. Pupils leave in Year 6 with attainment that is above or well above average. Over time, therefore, they have made good progress.
- Most pupils in the school are very able, motivated to learn and receive excellent support from home to support their learning. For example, many had been inspired to learn more at home following some topic work on the River Ganges and had been supported in doing so by their parents.
- Young children in the Early Years Foundation Stage and pupils Key Stage 1 have well developed mathematics and literacy skills. Children in the Early Years Foundation Stage, who had only been at the school for two months, were confidently reading complex words to inspectors such as 'ravaged' and 'churned'. All pupils questioned by inspectors said that they received frequent help at home with their reading.
- Pupils read widely and often. They spoke to inspectors enthusiastically about the books they had been reading at home and how they are often heard reading at home and sometimes at school. These reading habits are reflected in the impressive range of vocabulary that pupils used when describing their experiences to inspectors.
- Disabled pupils and those who have special educational needs make as much progress as their peers.
- Since very few pupils are eligible for the pupil premium, any comparisons between their progress and that of others is unreliable. However, there is little gap in attainment between those eligible for the pupil premium and other pupils.
- The new tracking system ensures that the achievement of different groups of pupils is monitored. This means that the school now promotes equal opportunities adequately.

### The quality of teaching is good

- On the whole, teaching and learning have been good over time. As a result, when pupils leave the school they have made good progress in all subjects. Inspectors saw some good teaching that motivated and interested pupils.
- Pupils are confident, well motivated and eager to learn. At times, therefore, pupils challenge themselves and each other further in lessons. This is apparent even when the teachers do not challenge pupils well enough.
- In one lesson, pupils were asked to think of a single, simple adjective to describe a setting for a story. The most able pupils quickly responded with strings of complex adjectives, sometimes illustrated with similes. Pupils then tried to outperform each other by shouting out even better adjectives. The teacher, rightly, allowed this to continue, which made for good quality learning.
- Consequently, while teaching is sometimes repetitive, slow paced and lacks challenge, the intrinsically motivated, well-behaved pupils ensure that the quality of learning is good. Pupils themselves bring much to the learning process.
- Teachers and teaching assistants skilfully blend play with learning in the Early Years Foundation Stage. Some children can already read very well for their age and teachers often build on these well-developed skills.
- Pupils sometimes spend too long listening to overlong instructions by the teacher rather than getting on with their work.
- The quality of mathematics teaching is good. There are good opportunities for pupils to use their mathematical skills in other subjects. For example, pupils had been calculating their results from experiments carried out in science.

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

- Pupils' behaviour outside lessons, and very often in lessons, is exemplary. Inspectors were impressed by their kindness towards each other and their impeccable manners.
- Pupils say bullying never happens. They show a good understanding of what they should do if faced with any threats and of how to stay safe when using the internet.
- In lessons, where teaching sometimes does not fully challenge them or when tasks become repetitive, pupils occasionally lose concentration and begin to chat among themselves. It is for this reason alone that behaviour is considered good rather than outstanding.
- Attendance is above average and pupils are punctual to school.

**The leadership and management requires improvement**

- The acting headteacher has quickly identified serious issues relating to holding staff to account, staff training, the tracking of pupils' progress and the responsibility of senior leaders. She is tackling these issues rigorously. She has, alongside the exceptionally committed governing body, addressed serious shortcomings in relation to safeguarding and record keeping to ensure that pupils are safe and achieve well over time.
- Until very recently, there was no effective method of managing the performance of teachers, school leaders or the headteacher. This has led to the school's senior leaders not having clearly defined leadership responsibilities. Therefore, teaching has not been checked for quality nor pupils' progress, until recently, has not been tracked.
- Staff training days have not been effective in helping teachers to share their expertise or improve the accuracy with which they assess pupils' work. Staff say that training days have, until recently, been used so that teachers could tidy cupboards and carry out administrative tasks, such as ordering equipment.
- A new system for tracking pupils' progress has been introduced by the acting headteacher. However, the system is still too new for it to be used with full effectiveness to match work to different pupils' abilities or to ensure that their targets are challenging.
- There are early signs of these new initiatives having a positive effect. Teachers are now beginning to share their expertise and improve the accuracy of their assessments. Some pupils now have more challenging targets and staff have a better understanding of how to plan work that ensures all abilities are well challenged.
- The curriculum is, on the whole, broad and balanced. Pupils have good opportunities to make links between subjects and apply their literacy and mathematical skills in subjects such as geography and science.
- In the Early Years Foundation Stage, the curriculum ensures children develop their speaking and social skills well through play. Adults frequently assess children's abilities, although their progress is not yet tracked well enough across all areas of learning.
- Art and music have a high profile in the school. Despite its small size, the school has a reasonably sized orchestra and choir. This helps pupils to develop a good awareness of spiritual, moral, social and cultural issues.
- The Primary School Sports funding is being used to buy in expertise to supplement the teaching of swimming. However, there is no plan in place to ensure that the funding has a long-lasting benefit when the funding stops.
- **The governance of the school:**
  - Over time, the governing body has not been given good enough information with which to hold the school to account. Under the leadership of the acting headteacher, this information has improved significantly. Consequently, members of the governing body are now in a better position to challenge the school on matters relating to the quality of teaching and pupils' achievement. They have a good understanding of how the pupil premium is being used to

ensure that the few who are eligible for the funding achieve as well as their peers. However, the governing body has not managed the performance of the headteacher or of teachers with any rigour. Members of the governing body have now ensured that highly irregular practices of staff recruitment are rectified and that previously inadequate safeguarding procedures are now robust.

## 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>	137348
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	425957

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>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Addisson
<b>Headteacher</b>	Bernie Greenwood (acting)
<b>Date of previous school inspection</b>	10 December 2008
<b>Telephone number</b>	01609 881349
<b>Fax number</b>	Not applicable
<b>Email address</b>	office@greatsmeatonschool.co.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

