

St Mary's Roman Catholic Primary School, Malton

Highfield Road, Malton, North Yorkshire, YO17 7DB

Inspection dates 26–27 February 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils reach standards that are consistently above those expected nationally. They achieve very well, enabling them to make outstanding progress from their starting points.
- Children in the Early Years Foundation Stage are catered for exceptionally well, so that they have an excellent start to their education.
- A larger than average proportion of the most-able pupils reach above average standards at Year 2 and Year 6 in English and mathematics. The school is working with other schools to enable more pupils to reach the highest level (Level 6).
- The quality of teaching is consistently good with much that is outstanding. Expectations of what pupils can achieve are extremely high. Pupils work very hard and find learning both exciting and challenging.
- Pupils' behaviour is almost always exemplary. They care well for each other and support one another in work and play. They say that they felt totally safe in school. They have excellent attitudes to learning and work hard to achieve their best.
- The school is led by an inspirational headteacher. He is fully supported by the staff and the governing body to ensure that pupils gain the most from their time at school.
- Subject leaders monitor their subjects very effectively to ensure that high standards are maintained.
- Governance is outstanding. The governing body has extremely effective systems in place to check on the school's performance, to challenge the headteacher and staff in order to ensure that the school maintains its outstanding performance.

Information about this inspection

- The inspector observed five teachers teaching six lessons.
- He observed pupils in lessons, at play, at lunch and as they moved around the school.
- Discussions were held with the staff, the Chair and other members of the governing body, pupils, a representative of the local authority and some parents.
- The inspector heard pupils read from Years 2 and 6. He analysed, in detail, pupils' work from across the school.
- The inspector took account of the 37 responses from the on-line questionnaire (Parent View) and the views of parents he met or spoke to during the inspection.

Inspection team

John Foster, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- Almost all pupils are of White British heritage. Almost all pupils have English as their first language.
- The proportion of pupils supported through school action is average. The proportion supported through school action plus or with a statement of educational need is below average.
- The proportion known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, those who are looked after by the local authority and those children of serving forces personnel.
- In 2013, the school met the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise attainment for the most-able even further by:
 - extending the work with other schools to enable even more of the most able pupils to reach the highest standard (level 6) in mathematics and English.

Inspection judgements

The achievement of pupils

is outstanding

- Children have an excellent start in the Early Years Foundation Stage. When they begin school their skills and knowledge are broadly in line with those expected for their age. Exciting activities enhance children's learning both inside the classroom and using the excellent outdoor learning area. This enables children to make excellent progress in developing their skills, particularly in language. For example, following a visit to a museum in Leeds, the children made puppets and performed a puppet play and acted out a play about knights and princesses in their theatre.
- As pupils move through Key Stage 1 and Key Stage 2, they continue to make outstanding progress, so that by the end of Year 6 a large proportion of pupils reach above average standards in English and mathematics. They are fully challenged in their work and they in turn react well to the challenge. Virtually all pupils make the progress expected of them throughout their time at the school and many make much better progress than this.
- The most-able pupils are catered for very well and reach above national standards at Year 2 and Year 6. These pupils make the same progress as their peers and the school is working to extend their standards even higher so that more reach Level 6. The highest attaining pupils in Year 6 now have specialist mathematics lessons in conjunction with two local schools. This group of pupils are pushed to achieve even higher levels. Plans are securely in place for this arrangement to be extended to support the most-able pupils in English.
- Disabled pupils and those with special needs are catered for very well and make similarly high levels of progress as other groups of pupils. They are given work to challenge them fully and specific support is focused where it is most needed.
- The very small proportion of pupils eligible for pupil premium funding make excellent progress. The funding is used to provide specific support for these few pupils, including those known to be eligible for free school meals, so that they reach similar standards to other pupils in their year groups. The proportion in each year group is too small to make an accurate comparison to other groups of pupils.
- Pupils enjoy reading. They read regularly at school and at home and are fluent readers. The excellent teaching they receive in English and mathematics ensures that they are exceptionally well prepared for the next stage of their education.

The quality of teaching

is outstanding

- The quality of teaching is consistently good with much that is outstanding, enabling pupils to make good and often outstanding progress. There are particular strengths in teaching for Reception children in the Early Years Foundation Stage and for pupils across Key Stage 2.
- Pupils are set challenging targets and their work is devised so that they are able to meet them. All pupils know their targets and they are given excellent guidance on how to achieve them. Pupils' work is marked methodically so that pupils know what they are doing well and how their work can be improved. Pupils are encouraged to respond to teachers' comments and do so in a mature manner.
- Across the school, a range of exciting activities stimulate pupils' learning. For example, in science for pupils in Years 1 and 2, different activities enabled pupils to investigate the properties of fruit and vegetables and what the best conditions for growth were. Pupils tackled the tasks set enthusiastically.
- A high level of challenge is a strength in teaching and pupils are set work which challenges pupils fully. For example, in the class for pupils in Years 5 and 6, they were set a series of mathematical problems to stretch their thinking in solving problems relating to money. Their high levels of concentration were the result of the challenging activities and the very high expectations of staff that pupils would rise to the challenge and complete those tasks.
- The quality of teaching for children in the Early Years Foundation Stage is consistently

outstanding. As a result, the children are given an excellent education through many activities to stimulate them to want to learn. The excellent outdoor learning area is used extremely well to provide rich learning experiences in order to develop children's skills in communication, numeracy and creativity.

- Disabled pupils, those with special educational needs and those eligible for the pupil premium make similarly good rates of progress to other groups of pupils. The very small number of pupils eligible for the pupil premium make very good progress because they are provided with individual support so that they reach similar high standards to other groups of pupils. In 2013, there were too few pupils to comment on their attainment without identifying them
- Teachers promote pupils' spiritual, moral, social and cultural development very well in lessons. The school's ethos supports their spiritual development well. Pupils know that their teachers care for them greatly.

The behaviour and safety of pupils are outstanding

- When asked about his school, one boy exclaimed, 'It's awesome!' When asked to explain why, he told the inspector that all the teachers made learning fun and that they were cared for by all staff at all times. Other pupils in the group agreed whole-heartedly with him.
- The behaviour of pupils is outstanding. In lessons and as they move around the school, pupils' behaviour is exemplary. They are polite to each other and to adults in the school, showing caring attitudes to each other and to their environment. Pupils are adamant that there is no bullying in their school.
- Pupils play well together in the playground and the older pupils care for the younger ones, incorporating them in their games. The school's 'Buddy' arrangements are excellent so that no child is ever felt left out of play activities. At the end of playtimes, pupils line up quickly, keen to begin their next lesson.
- Pupils have excellent attitudes to learning. They settle down to work quickly and quietly and concentrate very well on their work. They take great pride in their work and appreciate the quality of teaching they receive. The teachers and pupils hold mutual respect, so that pupils know that if they have a problem, they can always confide in an adult, knowing the problem will be sorted.
- The school's work to keep pupils safe and secure is outstanding. Pupils are adamant that they feel safe and secure at all times. The school's arrangements for ensuring pupils' safety are exemplary.
- Attendance levels are above average. The school has effective arrangements in place to follow up absence and these are effective in keeping absences to a minimum.

The leadership and management are outstanding

- The inspirational headteacher leads the school by example. He supports the staff well and they in turn support him in ensuring that their pupils receive the best education possible, thereby reaching the highest standards possible.
- Extremely effective systems to check on the school's performance result in a fully accurate assessment that is reflected by the inspection findings. As a result of this accurate evaluation, detailed and relevant plans are in place for the school's further development.
- Subject coordinators perform their duties very effectively. They monitor their subjects well to ensure that all pupils are making the best progress possible. They quickly identify where individual pupils are struggling and ensure that appropriate measures are in place to support these pupils.
- Effective procedures are in place to monitor staff's performance. Teachers have high expectations of their own performance and are fully aware that they need to meet the challenging targets set if they are to progress through the payscale.

- An excellent curriculum gives pupils many opportunities to develop their skills and knowledge in a wide range of subjects. Staff, along with pupils, decide on the topics that form the base for learning and, because they are involved in this process, pupils are stimulated to learn. They say that teachers made learning fun and that they enjoyed their lessons immensely. Regular visits and visitors are used extremely well to stimulate and support learning. At the heart of the curriculum is the school's positive and supportive ethos, which supports pupils' spiritual, moral, social and cultural development very well.
- The recent school sports funding has been used well to develop pupils' sporting skills through employing specialist coaches. Staff work alongside the coaches in order to develop their own expertise, so that they will be able to continue the high quality teaching to support pupils' development in this area.
- The local authority is fully aware of the school's immense strengths and provides support whenever it is requested by the school.
- Safeguarding arrangements are fully in place and meet all current statutory requirements.
- **The governance of the school:**
 - Governance is outstanding. The governing body has developed extremely effective systems for checking the school's performance and fully challenge the headteacher and staff about their work. Individual members of the governing body have links to a specific area of the school and the 'monthly governor' role is effective in ensuring that governors are aware of what happens in school on a daily basis. With the headteacher's support, governors are fully aware of how the school's data may be used to improve pupils' performance, including those eligible for the pupil premium. Governors are fully involved in checking all staff's performance. They ensure that all targets are met before considering pay progression. Governors are clear about their responsibilities to ensure that funding available is used to maintain the school's high standards.

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	121653
Local authority	North Yorkshire
Inspection number	440864

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Helen Hodgson
Headteacher	David Harrison
Date of previous school inspection	5 July 2011
Telephone number	01653 692274
Email address	admin@malton-st-marys.n-yorks.sch.uk

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