

# Nun Monkton Primary Foundation School

The Green, Nun Monkton, York, North Yorkshire, YO26 8ER

**Inspection dates** 4 March 2014

<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

- Given pupils' starting points in mathematics, the standards they attain at the end of Year 6 are too low. This is because weaknesses in teaching over time have resulted in pupils having significant gaps in their understanding of the key number skills they need to help them achieve well.
- Teachers do not always plan work to ensure pupils build successfully on what they can already do, or do enough to ensure that all pupils understand their learning.
- Teachers' expectations of pupils are not always high enough. Some pupils' work is often poorly presented and the most able pupils are not always challenged sufficiently. Some pupils do not always try their best in lessons.
- School leaders have not done enough over time to address fully the weaknesses in mathematics identified in the previous inspection report. They have not ensured that all teaching is consistently good.

### The school has the following strengths

- Leaders have tackled weaknesses in pupils' writing successfully and pupils are now making good progress in English. Senior leaders demonstrate the ability to make further improvements to achieve a similar outcome in mathematics.
- Generally, pupils are making better progress than in 2013.
- Attendance has improved significantly this year and is now above average.
- Pupils feel safe and secure in school because care and support arrangements are good. Most pupils behave well, form good friendships, and are kind to others. They say they enjoy being at school.
- Pupils have a good range of activities to enrich their experiences of the wider world.
- Parents are extremely positive about the school and the family ethos it promotes within the local community.

## Information about this inspection

- The inspectors observed seven lessons, three of which were observed jointly with the headteacher. In addition, the inspectors made other visits to classes, looked at pupils' work and listened to a number of pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and a parent governor, the headteacher and other members of staff. A telephone conversation was held with a representative from the local authority.
- There were 16 responses to the online questionnaire (Parent View). Inspectors took account of these and the views of a number of parents spoken to during the inspection, the school's parental survey and three responses from members of staff who completed Ofsted's staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, and the records of how the school uses funding, especially how the pupil premium and primary school sport funding is spent. Records relating to behaviour and attendance and documents relating to safeguarding were also taken into consideration.

## Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school. Numbers on roll have fallen since the previous inspection.
- All pupils are of White British heritage.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus is average. No pupil currently has a statement of special educational needs.
- The proportion of pupils supported by the pupil premium is well below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority. Currently no pupils in the school are known to be eligible for free school meals.
- Pupils are taught in two mixed-age classes: one comprises Early Years Foundation Stage and Years 1 and 2, and the other includes Years 3 to 6.
- A higher than average proportion of pupils joins the school at times other than in the Early Years Foundation Stage.

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

- Improve the quality of teaching, particularly in mathematics, so that it is consistently good by ensuring that:
  - work challenges all pupils appropriately, particularly the most able
  - pupils understand what they are learning, work more productively when they work on their own and respond to teachers' marking in order to improve subsequent work
  - pupils set out written calculations correctly and carefully and check their work before they hand it in.
- Raise achievement by accelerating the progress pupils make, especially in mathematics, by ensuring that:
  - pupils learn and understand key number facts and multiplication tables and that they apply these skills confidently in calculation and problem-solving activities
  - pupils know how to interpret information accurately so that they complete their work successfully
  - pupils apply what they have learnt in other subjects in order to extend their learning.
- To secure higher school performance, improve the effectiveness of leadership and management, including governance, by:
  - checking rigorously that teaching and learning are consistently good, that all pupils make good progress and that pupils always produce their best work
  - taking effective action to ensure that teachers have the support and training they need to plan the teaching of mathematics so that pupils build successfully on their previous learning.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils achieve well in English because they make good progress from their starting points. Progress in mathematics is slower and attainment is not as high as it should be. This is why achievement requires improvement.
- Children start in the Reception class with knowledge and skills that are generally typical for their age. There is considerable variation from year to year as year groups are very small. In the safe and happy environment at school, children settle quickly, enjoy learning and benefit considerably by working alongside pupils in Years 1 and 2. Children make steady progress so that by the time they enter Year 1, they are generally at average levels of attainment. Their skills in literacy are often stronger than those seen in other areas of learning.
- Pupils continue to make at least expected progress in Years 1 to 6, although it is often more rapid in English where teaching is strongest. Occasionally, the most able pupils do not achieve as well as they could because the work they are given is too easy.
- At the end of Year 2, standards in reading, writing and mathematics are generally at least average. Pupils tend to achieve well in English because the basic skills are taught well and pupils apply themselves well in reading and writing. By the time pupils leave the school at the end of Year 6, standards tend to be above average in reading and writing. Standards in mathematics are not as high because pupils do not have the same level of confidence in their basic numeracy skills to help them achieve more.
- Progress in English is often good because the teaching of reading and writing is generally good and pupils extend their skills through other subjects. Phonics (letters and the sounds that they make) are taught well in the Reception class and Key Stage 1. As pupils progress through Key Stage 2, they read regularly in English and in other subjects, so many exceed the standards expected by the end of Year 6.
- The increased emphasis on raising standards in writing since the previous inspection has been effective. Pupils apply their good reading skills to write creative pieces, whether fiction or non-fiction. The school's most recent assessment data and inspection evidence indicate that most pupils are now working at above average levels in writing and are achieving well.
- Standards in mathematics are at best average because teaching in mathematics is not as strong as it is in English and so pupils do not achieve as well. Pupils are not always as secure as they need to be in their number skills to progress well because teachers' planning and teaching do not build successfully on what pupils can already do.
- In addition, teachers do not check sufficiently that pupils understand what they are learning before they move on to work on their own. This is particularly so in problem solving where pupils are required to interpret information before they can calculate answers and some do not apply themselves as well as they should because of the gaps in their previous learning.
- Disabled pupils and those with special educational needs make similar rates of progress as their classmates because their individual needs are identified well and they are supported effectively. They make particularly good gains when they receive one-to-one support because they are more confident with tasks that are just right for them.
- Pupils who join the school part way through their schooling are integrated quickly and achieve as well as their classmates.
- The very few pupils supported through the pupil premium make similar rates of progress as their classmates and attain at similar levels in their reading, writing and mathematics. The very small numbers involved make it difficult to make any meaningful analysis of the attainment gaps between pupils in school. However, the gap between the achievements of these pupils and similar pupils nationally is negligible because the support they receive has a significant impact on pupils' confidence to learn and achieve successfully.
- The school uses the primary school sports funding effectively to increase opportunities for pupils to attend more swimming classes, and to join with partner schools for sports events. The school

also employs a part-time teacher to provide dance and keep-fit activities and promote their good understanding of how to keep fit, safe and healthy.

- Other than on the occasions where the most able pupils do not have sufficiently challenging work, most pupils make at least expected progress by the time they leave at the end of Year 6; this reflects the school's satisfactory promotion of equality of opportunity.

### **The quality of teaching**

### **requires improvement**

- Teaching requires improvement, but there is some good practice across the school.
- In order to maintain a lively pace and ensure pupils complete set tasks, teachers sometimes spend too little time checking that pupils understand their work. This is particularly an issue in mathematics where some pupils lack confidence in their previous learning and so struggle to apply themselves when presented with new work. This means that these pupils make slow progress when working on their own.
- Occasionally, again more often in mathematics, teachers do not make sufficient use of assessment information to pitch work at the right level. For some pupils, the work is too easy and for some it is too hard, and so some do not achieve as well as they could.
- While staff are very supportive and encourage pupils to work hard, teachers do not emphasise strongly enough that pupils need to do their best and check their work before handing it in. Consequently, in mathematics, when pupils fail to set out their calculations systematically or make inaccurate measurements or graphs, it is difficult for them to see where they have gone wrong and this hinders their ability to improve their work. Despite reminders from teachers through their previous marking to address these points, a few fail to respond promptly or productively to the guidance.
- Pupils learn effectively and make more rapid progress where they understand their learning and know what they have to do to achieve success. Where pupils achieve well, teachers have high expectations, plan interesting activities and push pupils to make good progress. For example, pupils worked diligently to sequence ideas, write captions and 'flip and edit' photographs because they wanted to design creative presentations for World Book Day. The lesson was organised effectively to ensure all pupils could achieve successfully and effective step-by-step guidance helped them make good progress. Typically, where teachers ask probing questions and give pupils time to think about their learning, and where teachers' planning and teaching is matched more accurately to pupils' needs, pupils participate enthusiastically and, as result, they achieve well.
- Pupils who are at risk of falling behind, and those supported through pupil premium funding, receive effective support and so achieve as well as their classmates.

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

### **requires improvement**

- The behaviour of pupils requires improvement. This is because not all pupils' attitudes to learning are as good as they should be, particularly when they work on their own. Sometimes, a few pupils do not try hard enough so careless errors detract from the quality of their work.
- The conduct of most pupils is good. In lessons, when not secure with their learning, a few cause minor disruptions. One or two pupils occasionally fail to observe school rules appropriately in the playground.
- Parents who contributed their views through discussions and via the online questionnaire for parents were overwhelmingly positive about the school and the caring ethos the school nurtures among its community. Staff confirm that pupils' behaviour has improved significantly since the previous inspection and is generally good.
- Most pupils work together well and share resources sensibly. Pupils say that they feel safe at school and that teachers and other staff will help them if they have any problems or concerns. As one pupil said, 'We are like a big family here and we have to take care of each other.'

- The school's work to keep pupils safe and secure is good. Through lessons and other activities, pupils have good opportunities to discuss matters of personal safety and how to manage issues, such as bullying and racism. Pupils understand well how to stay safe outside school. They have a good understanding of what to do if problems arise. For example, they know the dangers of using internet chat rooms and drugs and who to go to if they are worried.
- Pupils have a good understanding of what constitutes bullying. They have had visits from the police to highlight the threats posed by strangers and cyber-bullying. They say that there is hardly ever any bullying at the school and if it ever happened, then teachers would deal with it straight away.
- Pupils have good opportunities to take on responsibilities, for example serving lunches, representing the school at the sports council and helping around the school generally. These and other purposeful experiences support pupils' spiritual, moral, social and cultural awareness effectively.
- Since the previous inspection, pupils' attendance has improved and is now above average because most pupils attend regularly. The occasional instances where attendance becomes a concern, the school is quick to act involving relevant agencies appropriately.

### **The leadership and management** requires improvement

- While school leaders have successfully improved the teaching of writing since the previous inspection, resulting in pupils' good progress in English, progress is still not fast enough to raise standards in mathematics. The teaching of mathematics requires further improvement. Consequently, leadership and management requires improvement.
- The school's view of its performance is a little optimistic. Senior leaders are aware that they have not fully tackled the issues identified in the previous report regarding mathematics. However, the improvements in teaching to secure good progress in English are evidence that the actions to improve teaching and achievement overall are increasingly successful, albeit more slowly in mathematics than in other subjects.
- The teaching of writing, has improved throughout the school. The school's most recent assessments and work in pupils' books show that most pupils are making better progress this year than previously. Attendance has also improved significantly. These improvements demonstrate that leaders have the ability to improve the school's performance further.
- The leadership of teaching has improved but not strongly enough to secure consistently good or better teaching throughout. Senior leaders' checks on teaching identify where pupils are not achieving well. However, the checks on teachers' planning are not rigorous enough to ensure that pupils build successfully on what they can already do so that they make better progress.
- Arrangements to hold teachers to account for pupils' progress are robust. Staff have access to good training and support to improve their knowledge and skills and, as a result, pupils are making better progress this year.
- The curriculum has been improved so that pupils now have good opportunities to extend their literacy skills in a range of subjects, for example through topics that link subjects together creatively. It is not, however, as effective in ensuring that pupils build successfully on previous learning in mathematics in order to practise and extend their skills effectively.
- Pupils' learning and enjoyment of school is enriched well by visits to places of interest, social and sporting events and other community activities. For example, pupils talk enthusiastically about visits to a gurdwara and a mosque to learn about the way people from different faiths worship. Pupils also join with other schools for sports competitions. These experiences, along with a good range of opportunities to take on responsibilities, successfully promote pupils' spiritual, moral, social and cultural development.
- The school uses its primary school sport funding to increase pupils' participation in a wider range of sporting and physical activities than was previously available; for example, fitness activities run by a specialist teacher and extra swimming sessions. Teachers work with a sports specialist to strengthen their skills and increase the potential to develop physical education long term.

- Safeguarding and child protection procedures meet statutory requirements.
- The local authority provides the school with training for staff and governors and has conducted a full review of the school's current performance and provided guidance on how to make further improvements.
- The school is an integral part of the village community. Partnerships with parents are very good and parents contribute significantly to the life of the school and in supporting their children's learning outside school, for example with homework, reading and research for topics.
- **The governance of the school:**
  - Governors have undertaken a range of training to support them in their roles. They have improved their understanding of performance data and the need to improve pupils' achievement further, particularly in mathematics. They make it clear to staff that pay awards will only be granted where it is evident that pupils have made good progress.
  - Governors have a good overview of the school's finances. They understand and review the impact of the spending of pupil premium funding and the primary school sport funding on pupils' achievement and physical well-being.
  - Governors are supportive of the headteacher and staff and are ambitious for the school and its pupils. They have a clear understanding of the school's strengths and what the school is doing to improve provision so that all pupils achieve well. They have the skills to challenge the headteacher regarding the school's performance. They know that pupils are currently not achieving well enough in mathematics but are not sufficiently involved in ensuring that teaching is consistently good throughout the school.

## 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>	121721
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	430912

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.

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	15
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Hay
<b>Headteacher</b>	Susan Fernyhough
<b>Date of previous school inspection</b>	26 June 2012
<b>Telephone number</b>	01423 330313
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