

Malton Community Primary School

Highfield Road, Malton, North Yorkshire, YO17 7DB

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Good	2
	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 achieve well. They start school in the Early Years Foundation Stage with skills and knowledge below and for many well below those typical for their age.
- Relative to their starting points pupils now make good progress across school to reach average standards by the end of Year 6.
- Teaching is good. Relationships are positive and activities which enthuse and motivate pupils to do well are carefully planned.
- Pupils' behaviour and their attitudes to learning are good. They say they feel very safe at all times.
- Leadership, including the work of the governors, is good. Leaders regularly check how well the school is performing, and take firm action to address weaknesses and to bring about improvements in achievement, teaching and behaviour.
- The curriculum is good. Pupils are provided with a range of exciting experiences which engage their interest and contribute to their growing love of learning. These experiences make a valuable contribution to their social, moral, cultural and spiritual development.
- The school has forged good relationships with parents who are appreciative of the good education and support the school provides.

It is not yet an outstanding school because

- The quality of teaching and classroom support is occasionally inconsistent. Tasks do not always match pupils' abilities and progress for the least and most able pupils varies slightly in different subjects and classes.
- Pupils do not always have opportunities to respond to teachers' marking.
- Expectations of pupils' speaking skills and the presentation of their work are not always sufficiently high. This sometimes stops them learning consistently well.

Information about this inspection

- The inspectors observed teaching in 16 lessons including four observations carried out jointly with the headteacher and deputy headteacher. Inspectors also observed the teaching of reading skills and listened to pupils reading. They reviewed pupils' work in their books jointly with the headteacher and deputy headteacher.
- Information from a range of documentation was reviewed. This included:
 - school self-evaluation
 - the school improvement plan
 - policy documents
 - details relating to safeguarding
 - records held by the school about pupils' attainment and progress
 - minutes of meetings of the governing body.
- Discussions were held with leaders, staff, members of the governing body and the local authority.
- Pupils' views of the school were gathered through informal discussions with individual pupils in lessons and at break and lunchtimes. Discussions were held with representative groups of pupils in Key Stage 1 and Key Stage 2.
- Informal conversations were held with parents before school to provide a picture of their view of the school.
- Twenty-nine responses to the online questionnaire (Parent View) were considered as well as those of 20 staff and one phone call from a parent.

Inspection team

Mark Colley, Lead inspector

Additional Inspector

Derek Pattinson

Additional Inspector

Fiona Dixon

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school. The vast majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for pupils known to be eligible for free school meals and children looked after by the local authority.)
- The school has a resourced provision for pupils with behaviour, emotional and social difficulty. There are currently two pupils on roll in the provision as it mainly provides support offsite in 31 local authority schools.
- The proportion of pupils with special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also higher than the national average.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.
- Since the last inspection the school has experienced significant changes in teaching and support staff. With the exception of the headteacher, the majority of leaders are new to post since the last inspection
- Pupil mobility is higher than the national average. More pupils left or joined the school midway through their primary education than is typical.

What does the school need to do to improve further?

- Increase further the impact of teaching on pupils' achievement by ensuring:
 - that work is consistently closely matched to pupils' needs and never too easy or hard
 - that pupils are consistently given the opportunity to respond to the comments made in the written feedback from teachers
 - that classroom support assistants continue to develop their subject knowledge and give pupils more time to think and reflect before intervening
 - that teaching has a sharper focus on developing pupils' speaking skills
 - pupils always take great care and pride in the presentation of their class work.

Inspection judgements

The achievement of pupils is good

- From their individual starting points, pupils make good progress overall during their time in this school.
- Most children join the school in the Early Years Foundation Stage with skills and knowledge that are generally below and sometimes well below those typical for their age. Following recent improvements, they now make good progress in the Nursery and Reception classes because they are taught well and have good opportunities to develop their skills. They are prepared well for entry to Key Stage 1.
- Standards at the end of Key Stage 1 in reading, writing and mathematics declined in 2013 because of inconsistent teaching in the past. Although they were broadly average in reading and writing, they were well-below average in mathematics. The school's most recent data for current Year 2 pupils are much more positive especially in mathematics. Pupils have reached standards that are close to or above average. This represents good progress from pupils' starting points. Inspection evidence confirms that pupils in Year 1 and Year 2 are currently making good progress.
- In 2013 standards at the end of Key Stage 2 in writing and mathematics were average but those in reading dipped and were below average. The dip in attainment in reading was a consequence of earlier staffing difficulties. This has been promptly tackled and considerable improvement is now underway. Analysis of work in pupils' books confirms that standards are now securely average and rising rapidly particularly in reading.
- Those pupils whom inspectors heard read did so confidently and with good expression. They work out new words using a range of skills. Older pupils speak enthusiastically of the books they have read and their favourite authors.
- Rigorous checks are made on pupils' progress so that successful actions are taken to support pupils at risk of underachieving. This has resulted in an increased proportion of pupils in the current Year 6 making and exceeding the progress expected of them nationally.
- In 2013, Year 6 standards in English grammar, punctuation and spelling were below the national average. Improved marking and more opportunity to focus on these aspects mean pupils' books now show higher standards in this area.
- In 2013 at the end of Year 6, the attainment of pupils known to be eligible for pupil premium, including those eligible for free school meals, was approximately one year behind their classmates in reading and writing and half a term behind in mathematics. School data, supported by inspection evidence, show that the gap has narrowed significantly and that these pupils are now achieving almost as well, and sometimes better, than other pupils.
- The achievement of pupils in the resourced provision is good, particularly in the development of their social and emotional skills.
- Although at times work does not fully match pupils' ability overall there is no significant difference in the progress of pupils of different abilities. All groups, including those with special educational needs and disabled pupils and those pupils who start school at other than usual times, make good progress during their time in the school and achieve well. This is indicative of the school's effective promotion of equal opportunities.
- The most able pupils achieve well. They are successful at gaining the higher Level 5 in writing because of the school's emphasis on improving the quality of writing.

The quality of teaching is good

- Teaching is good across the school, and some is outstanding. This was confirmed by teaching observed during the inspection, the work in pupils' books and the school's records of the quality of teaching. This enables pupils in all classes to learn well.
- Teachers know how well pupils in their classes are working and plan work that pupils find

interesting. The positive relationship between teachers and pupils is a strength of the school.

- Children are taught effectively in the Early Years Foundation Stage. Good use is made of the facilities, especially those outdoors where children learn with great enthusiasm. Teachers plan a wide range of imaginative activities that the children enjoy. Children talk confidently about what they are doing and are keen to share what they have found out.
- Throughout the school, tasks build effectively on pupils' interests and passion for learning. For example, pupils learn the sounds letters make in words through games and activities that sustain their interest and enable them to recall their sounds when reading.
- Pupils have numerous opportunities to discuss their work and to reflect on their thinking within group work. Although most pupils say this helps them learn, some pupils lack the necessary speaking skills to enable them to take part fully. Good language skills and are not consistently modelled by staff and expectations of responses are not always high enough.
- The sharpness of teachers' questioning extends pupils' understanding and knowledge. Teachers gather frequent information on pupils' progress and their level of understanding. This information is not always used quickly enough to ensure work is at the right level of difficulty for individual pupils. For some pupils work is too easy and for others it is too hard and they do not make the progress they should.
- Teaching assistants know pupils well and those that support pupils with extra work have a good impact on the progress that pupils make, particularly in reading and writing. However, in a small number of classes, teaching assistants do not have enough subject knowledge in some areas. When working with pupils, they sometimes give too much support by prompting them or giving answers too readily; this slows pupils' learning and progress.
- Teachers know pupils within the resourced provision well, and provide activities which sustain their interest, meet their needs and build their confidence.
- Pupils know how well they are doing because of the good quality of marking across the school. Teachers' written comments in books make it clear what pupils have done well and how they can improve. However, teachers do not consistently give pupils the opportunity or guidance to follow up on these comments and this lessens their impact on pupils' learning and progress. In some Key Stage 2 classes pupils take too little care with the presentation of their work. Sometimes this results in pupils making basic errors in their calculations or written work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils are very supportive of each other and show kindness and respect to staff and visitors. They are polite and well-mannered in the dining room, in classrooms and when they play together outside.
- Pupils are eager to learn and do well, but their work is not always well presented. Occasionally, when they are not challenged enough or given adequate support, their enthusiasm drops and they become somewhat restless and this slows their rate of progress.
- The school's work to keep pupils safe and secure is good.
- The curriculum is very effective in developing pupils' understanding of potential dangers associated with roads, railways, water and the use of the internet. As a result pupils are very aware of how to keep themselves and others safe.
- Pupils have many opportunities to be involved in the life of the school. They take on responsibilities either in their classrooms or around school, some of which they have to apply for. For example, they take on roles such as play leaders, playground buddies or school councillors.
- The school has introduced a child leadership development programme. Through this pupils have been trained to deliver specialist lunch time and after school sessions. These include computing, gardening and knitting sessions.
- Pupils have a clear understanding of different forms of bullying, including name-calling and racist bullying. They say that incidents of bullying in their school are rare, and all are confident that the adults in school would deal effectively with any problems or concerns that they may have.

- Attendance is average. The school's work is effectively improving both attendance and punctuality.
- The very large majority of parents who responded to the online questionnaire confirm their child is happy and feels safe at this school.

The leadership and management are good

- The leadership of the headteacher, ably supported by the deputy headteacher and other senior leaders, is good. Senior leaders, middle leaders, staff and governors have identified effectively areas for improvement. They have successfully tackled weaknesses including the recent dip in standards. As a result standards are rapidly improving and the school is well placed to move forward.
- There is very strong support for the school shown in the parent and staff questionnaires.
- The school has clear systems for assessing pupils. Through regular meetings senior leaders hold teachers to account for the amount of progress pupils make. This is linked to teachers' targets and the performance management of staff and to decisions about salary increases.
- The school's evaluation of its own performance is accurate. The school improvement plan correctly identifies the key priorities for development and is firmly focused on further improving the quality of teaching and raising pupils' achievement. Leaders at all levels routinely evaluate and modify actions as the need arises.
- Leaders have effectively managed significant staff changes in school. Morale is high and the current school staff are very positive about the changes that have been made. The headteacher is very well supported by the governing body and senior and middle leaders who share the same high expectations for all the pupils.
- The curriculum is rich and varied providing a wide range of experiences both in and out of school. There are good links between subjects, for instance, in Year 3, pupils wrote extensively about what it was like to be a Saxon. They effectively handled data, measuring and comparing ancient objects from the Viking, Roman and Tudor periods to learn about their lifestyles. This had generated real interest in their writing and numeracy work, resulting in good progress.
- The school is using the additional primary school sport funding successfully to improve the quality of physical education in the school. A specialist sports teacher has been appointed to take lessons, run activities and train staff, and the school participates in a wider range of competitive sports. This is having a positive impact on pupils' lifestyles and physical well-being.
- The local authority judges the school to be performing well and therefore judges that it needs only 'basic' support. However, the local authority educational development advisor visits the school once a term and supports with monitoring activities.
- **The governance of the school:**
 - The membership of the governing body has changed significantly in the past year to encompass a broader range of knowledge and skills. The governing body supports the school well while holding it account. Governors are knowledgeable about the school and pupils' achievement because of the information they receive from the headteacher, other senior leaders and staff, as well as their regular visits. They know about the quality of teaching. They ensure that staff performance is linked to pay, especially in relation to teaching, but understand further emphasis is needed linking this more closely to pupils' progress. They undertake additional training to widen their understanding. Governors are aware of the additional funding that the school receives, for example the pupil premium and the primary school sport funding, and how these are used to support pupils and the impact that these funds have on pupils' learning. Governors ensure that safeguarding arrangements 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

Unique reference number	121305
Local authority	North Yorkshire
Inspection number	443844

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	304
Appropriate authority	The governing body
Chair	Ruth Hatton
Headteacher	Kelly Anderson
Date of previous school inspection	24 November 2010
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