

Tadcaster East Community Primary School

Grange Avenue, Tadcaster, North Yorkshire, LS24 8AN

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
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

- The progress that pupils are making in writing and mathematics requires improvement because it is not consistently good in Key Stages 1 and 2.
- Expectations of what pupils can do are not always high enough for pupils to produce work of a good standard in writing and mathematics.
- The work of teaching assistants is not managed well enough to ensure that all pupils make good progress.
- Marking does not consistently provide pupils with precise guidance on how to improve their work.
- Subject leaders are not using the full range of evidence available to them to assess the progress of all groups of pupils. They are not precise enough about what has to be done to improve the quality of teaching and achievement in their areas.
- Plans for improvement are not always sharply focused on the impact that actions are intended to have on improving teaching and achievement.
- Over time, leaders, managers and governors have not improved teaching and achievement enough for them to be good.

The school has the following strengths

- Children make impressive progress in the Nursery and Reception classes due to the excellent teaching they receive.
- Behaviour and safety are good. Pupils are eager to learn and almost all pupils attend regularly. Pupils say they feel safe in school and enjoy school.
- Pupils make good progress in reading and enjoy reading widely.
- The headteacher and governors have developed a strong sense of purpose to drive the school forward. There is evidence of improvement since the last inspection. The school is improving but it is not yet good.

Information about this inspection

- The inspector observed seven part-lessons taught by five teachers. Five observations were undertaken jointly with the headteacher. The inspector observed pupils taking part in a sporting activity with a sports coach.
- Inspectors spoke with a group of pupils about their learning and their safety in school. He listened to a group of pupils reading.
- Meetings were held with the Chair of the Governing Body and three other governors. Also, meetings were held with school staff and a representative of the local authority.
- The inspector looked at the school's review of its own performance, its development plan, subject development plans, school policies and the minutes of governing body meetings. He also considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- The inspector looked at pupils' work in lessons. He analysed samples of pupils' books with the assistant headteacher.
- There were 31 responses to the online questionnaire (Parent View) analysed by the inspector. The inspectors spoke with some parents at the start of the school day and in the Nursery and Reception classroom.
- The inspector analysed 11 questionnaires completed by staff.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average size primary school.
- There are more girls than boys in the school.
- The proportion of pupils eligible for 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 and those children who are looked after by the local authority.
- All pupils are White British. They all speak English as their first language.
- The proportion of pupils supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- In 2013, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds the Healthy School status.

What does the school need to do to improve further?

- In order to raise standards and accelerate pupils' progress in writing and mathematics, in Key Stages 1 and 2, improve the quality of teaching by making sure that all teachers:
 - raise their expectations of pupils so that they improve the quality of their writing, spelling and handwriting
 - provide more opportunities for pupils to write at length in subjects other than English
 - provide more opportunities for pupils to use their mathematical skills in other subjects
 - develop pupils' understanding of mathematical techniques rather than them being reliant on routines
 - check pupils' work accurately and swiftly to help them to improve their work in mathematics and writing
 - give clear information when marking pupils' work that tells them what they need to do to improve
 - providing enough time for all pupils to respond to feedback on their work
 - manage the work of teaching assistants effectively to ensure good progress is being made by all pupils.
- Improve the impact of leadership, including governance, on pupils' achievement by ensuring that:
 - high quality written work is displayed around the school to inspire pupils and raise expectations
 - the measures used to judge success of planned actions are closely linked to improvements in pupils' achievement and the quality of teaching and learning
 - subject leaders check the quality of the work of teachers and teaching assistants with sufficient rigour
 - subject leaders use the full range of evidence available to them to accurately assess pupils' progress and use this information when setting priorities to improve teaching and achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the progress that pupils are making in writing and mathematics is inconsistent across Key Stages 1 and 2. Progress is uneven because inconsistencies in teaching have not yet been ironed out.
- An analysis of pupils' books shows that writing and mathematics requires improvement because pupils' work is of variable quality in Key Stages 1 and 2. There are too few opportunities for pupils to write at length to improve their skills and not enough application of mathematics in other subjects. This is not supporting the good development of pupils' literacy and numeracy skills.
- Children enter the Nursery class with skills that vary year-on-year. Generally, their skills are below those typical for their age, particularly in communication, language and number. There is a wide range of abilities in the Nursery and Reception classes. Due to excellent teaching and support, children make outstanding progress. They are well prepared to begin their work in Key Stage 1.
- Over time, standards at the end of Key Stage 1 have been above average in reading and mathematics and average in writing. From their lower starting points, boys do not attain as well as girls, particularly in writing and their overall progress is inconsistent.
- In Year 6 in 2013, only two-thirds of pupils made the expected progress in reading, writing and mathematics from the beginning of Key Stage 2. Few did better than they should have done. As a result, from average standards when starting Key Stage 2, those leaving Year 6 in 2013 were below average in reading, writing, mathematics and English grammar, punctuation and spelling.
- At present, pupils in Year 6 have all made the progress expected of them in reading, writing and mathematics. A good number have achieved well in reading but not enough have done better than they should have in writing and mathematics. From starting points that were well above average at the start of Key Stage 2, this small group of pupils are set to reach overall standards that are well above average, having done as well as expected overall.
- Disabled pupils and those with special educational needs receive additional support and are making the same progress as others. They are making good progress in reading due to good support in 'Jungle Readers and Fresh Start' groups. There is improved identification of their needs through the school's new assessment systems.
- There are very few pupils in receipt of the pupil premium. Therefore, comparisons between their achievements and those who are not in receipt of the pupil premium are not statistically valid. Throughout the school, these pupils are making similar progress to others.
- The most able pupils achieve as well as similar pupils in other schools because they are set challenging work and persevere well with their tasks. However, low ability pupils and those of average ability do not always do as well as they should. This indicates that the school still has further work to do to ensure its efforts to promote equality of opportunity for all pupils are effective.
- Pupils are keen and eager to read. The school is helping pupils to read well and the new library books and reading texts interest pupils and are promoting their enjoyment of reading. A raffle ticket to win a book rewards reading at home. Pupils are keen to win the weekly prize and read regularly at home to get more tickets and increase their chance of winning. There are many good opportunities throughout the school for pupils to use their reading skills and this is helping pupils to read well.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because it is not consistently good. As a result, although improving, pupils' progress is not good in writing and mathematics in Key Stages 1 and 2.

- Expectations of the quality of pupils' writing and presentation are not consistently high. Poor handwriting and presentation are not always addressed swiftly enough nor are inaccuracies in mathematics. Inaccurate grammar and incorrect spelling are not always challenged to help pupils make good progress. Work is not checked well enough to make sure that pupils improve their work immediately.
- Marking of pupils' work is frequent and regular. However, comments for improvement are not always addressed by pupils because they are not always clear about what they have to do nor given enough time to improve their work. Too often, mistakes in mathematical calculations are not checked and this leaves pupils repeating errors. As a result, pupils are not making good progress.
- Occasionally, explanations of what has to be done are unclear and this slows the pace of learning. In mathematics, pupils are encouraged to follow rules and routines rather than develop their understanding of mathematics. This limits their capacity to explain their work and determine whether answers are right or wrong and thus make good progress.
- Teaching assistants are not always managed well enough to ensure they help pupils make good progress at all times. Their work is not checked often enough to ensure it is of sufficiently high quality to help pupils make good progress. They are helping pupils make good progress in reading due to the good training they have received, but this is not always the case in writing and mathematics.
- Questioning is used well to involve pupils and to search out what pupils understand. Pupils are given time to think about their answers and generally respond in detail. Interesting tasks are planned for pupils and take into account the varying abilities of pupils so that the work set is appropriate and challenging for pupils. As a result, pupils are well motivated and focus well on completing the work set for them.
- The excellent organisation of work in the Nursery and Reception classes and the skilled management of support assistants help children to make impressive progress. Children settle quickly to their learning due to the excellent opportunities for parents to be involved. There are many activities that interest children and develop their curiosity. Children are keen to show adults what they are doing and to explain their work. As a result, their confidence with adults, their social skills, numeracy skills and communication and language are developing exceptionally well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Throughout the school, pupils follow the instructions of their teachers very well and are keen to learn. The calm environment and the interesting work in the Early Years Foundation Stage help children to develop good attitudes to learning.
- Around the school, pupils are well behaved because they know what is expected of them. They are exceptionally polite and are confident when speaking with adults.
- Pupils get on well together at lunchtimes and playtimes. They are very active in their play and enjoy team games, including cricket, in their extensive fields and playground. Pupils say they enjoy sport and the sports coaching they receive on Wednesday afternoons.
- Pupils say they enjoy school and are proud of their school. They look after the school environment well. During the inspection no litter was seen around the school site.
- Pupils are well prepared for their learning and have access to the right equipment but they do not always take pride in the presentation of their work or the quality of their handwriting. Pupils do take a pride in their appearance and they wear their uniform well.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe knowing that they are well supervised by staff. Pupils know the few school rules exceptionally well. They enjoy collecting house points and the recognition they receive for good behaviour.
- Bullying is rare and pupils know that the school does not tolerate it. They are confident that, when bullying is reported, the school takes swift action.
- They have a good understanding of internet safety and know what to do should there be any

cyber-bullying or communications from unknown people. The school educates pupils well in assessing risk and pupils gain a clear understanding of how to keep safe.

- Attendance has improved and is now average. There are very few pupils who are persistently absent. The new computerised registration system allows swift identification of any pupil who is absent and the school attendance officer takes swift action to contact parents of absentees. This has helped attendance to improve. Attendance was above average on the inspection days.
- Staff and parents are overwhelmingly confident that children are safe and happy at school and behaviour is good.

The leadership and management

requires improvement

- The headteacher has developed a strong sense of purpose within the school. Staff and governors are supporting her ambitions for the pupils. As a result, pupils' achievement in reading is good and aspects of teaching are improving but teaching is not yet good.
- The school's overall plan for improvement correctly indicates the main priorities for the school. However, measures to judge the success of planned actions do not focus sufficiently on whether actions will improve pupils' achievement and the quality of teaching, and thus contributing to the leaders' understanding of how well the school is doing.
- Subject leaders are not clear enough in how they will measure improvements to the quality of teaching and achievement in the areas for which they have responsibility. They are not precise enough about what needs to be done to improve teaching and achievement. Subject leaders are not rigorous enough in checking the quality of teachers' work and the work of teaching assistants. As a result, pupils' achievement in writing and mathematics is not good.
- Systems to check the performance of teachers are in place and used effectively to identify the skills that they need to improve. The headteacher is working with partner schools to allow teachers to observe 'best practice' and implement it in the school. This is recent and the full effect on improving teaching has yet to be seen.
- The curriculum offers a wide range of activities, including good sporting opportunities. Pupils have a love and enjoyment of singing. Although there is good art work displayed around the school, there is very little high quality writing to inspire pupils to strive to reach high standards in writing. The curriculum is not yet ensuring that pupils' literacy and numeracy skills are sufficiently well developed. Opportunities for art, music and understanding other cultures and faiths support the development of pupils' spiritual, moral, social and cultural development.
- The primary school sport funding to improve sporting opportunities is being used effectively. There are now more opportunities for pupils to take part in competitive sport and in dance. The funding is used to allow more pupils to participate in swimming, to employ a sports coach and to develop a sports partnership in the local area. Pupils speak positively about the range of sporting opportunities available to them.
- The local authority has provided good support for the development of governance and has arranged for the headteacher to work with a local partnership of schools. It is also providing support for the teaching of literacy and numeracy, but the full impact of this work has yet to be seen.
- **The governance of the school:**
 - The governors have a good understanding of how well the school is doing. They have formed new committees to support and challenge the headteacher about the school's performance. Governors have undertaken an external review of governance, audited their skills and have undertaken training to improve them. Governors understand the data provided about pupils' progress and hold the school to account for the achievements of pupils. They visit the school to see the work of the pupils and teachers. Governors challenge and support the headteacher effectively and know that pupils' achievement and the quality of teaching are improving. They use their skills to check the school's budget and have approved the use of pupil premium funding and know its impact. Governors understand the arrangements linking teachers' performance to pay. The school's arrangements for safeguarding 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	121446
Local authority	North Yorkshire
Inspection number	442270

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	125
Appropriate authority	The governing body
Chair	Yvonne Methley
Headteacher	Donna Bedford
Date of previous school inspection	16 January 2013
Telephone number	01937 833795
Fax number	01937 833404
Email address	admin@tadcastereast.n-yorks.sch.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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 and 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2014

