

# Easingwold Community Primary School

Thirsk Road, Easingwold, York, North Yorkshire, YO61 3HJ

## Inspection dates

2–3 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, senior and middle leaders share the same determination to continue to improve the school's performance, especially pupils' achievement and the quality of teaching.
- Pupils of all abilities make good progress and achieve well. They are eager to learn and to do their best. Standards are rising, especially in reading and mathematics.
- Teaching is typically good and some is better. Teachers plan activities which capture pupils' interest. Teaching assistants are trained well to help pupils of all abilities to become successful learners.
- Children get off to a very good start in the Reception class. They become curious and determined learners in an environment where their needs are understood and where they are cared for very well.
- Pupils' good and sometimes excellent behaviour around the school and in the playground makes this a happy and warm school where everyone is welcomed. Well-thought-out systems and attention to detail ensure that pupils feel safe and secure.
- The curriculum is planned well to give pupils opportunities to learn about topics that interest them and which give them a good idea of their local heritage. It ensures that their spiritual, moral, social and cultural understanding is well developed and that pupils develop a clear understanding of traditional British values.
- There is a very effective team spirit where staff feel valued and are encouraged to contribute to improvement.
- Governors know the school very well and use their wide range of skills to challenge the school to do even better. They share the same unswerving determination to make the school as good as it can be.

### It is not yet an outstanding school because

- Middle leaders are not yet skilled enough in using information to evaluate the progress of their action plans accurately.
- In some lessons, some teachers plan learning that is either too easy or too hard for some pupils.
- Some teachers' expectations of the quality of writing in topic and science work are not as high as they are in English. In addition, pupils do not have enough opportunities to use their writing skills in other subjects.

## Information about this inspection

- Inspectors observed teaching and learning throughout the school. There were joint observations with the headteacher and deputy headteacher.
- Inspectors observed pupils at play indoors and outdoors at break times and lunchtimes. They had discussions with members of the school council and pupils from Years 5 and 6. They also talked informally to pupils throughout the inspection.
- Inspectors held discussions with key members of staff, including the leader of the early years, the special educational needs coordinator and the middle leaders. They also met with the Chair of the Governing Body and other governors and with a representative of the local authority.
- Inspectors took account of 88 responses to the online questionnaire (Parent View) and 28 questionnaires completed by the staff.
- Inspectors examined a range of documents, including samples of pupils' work, information about pupils' progress, information about the monitoring of teaching and learning, the school's development plan and view of its own performance. They also looked at the minutes of governing body meetings, records of any poor behaviour, attendance information and safeguarding and child protection documents.

## Inspection team

Peter Eves, Lead inspector

Additional Inspector

Suzanne Lithgow

Additional Inspector

Zoe Westley

Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals or cared for by the local authority.
- The proportion of disabled pupils and those with special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' achievement in English and mathematics at the end of Year 6.
- Almost all the pupils are of White British heritage.
- Children attend the early years provision full time.

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

- Develop the skills of middle leaders further in using information to monitor the progress of school improvements accurately.
- Improve the quality of teaching further and so raise achievement by:
  - making sure that work planned always matches the abilities of all pupils accurately
  - ensuring that teachers' expectations of what pupils write in science and topic work is always as high as it is in English
  - making sure that pupils have sufficient opportunities to use their writing skills in all subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher's determination to make the school as good as it can be is shared by the deputy headteacher and other leaders within the school. Together they have ensured that pupils' achievement and the quality of teaching have continued to improve.
- The school has rigorous systems to track pupils' progress and senior leaders use these well to set pupil progress targets and to identify swiftly any pupils who are falling behind. Where necessary, support is put in place to help these pupils catch up.
- The role of middle leaders has developed well since the last inspection. They have good subject knowledge and produce detailed plans for improvement to teaching and pupils' achievement. However, they are not yet skilled enough in using the information available to them to monitor accurately the progress towards the improvements required that are identified in the development plans.
- The management of teachers' performance is thorough. The school knows where the best practice exists and this is shared within the school. Leaders also make it possible for teachers to learn from best practice in other schools. There is a clear link between teachers' performance and their salary progression.
- The well-planned curriculum is designed to capture pupils' interests and develop a genuine love of learning. It is planned well to give pupils ample opportunities to explore similarities and differences in various cultures and to explore the nature of modern British society. Traditional British values are developed through the curriculum and the wide range of extracurricular activities.
- The school uses the primary sport funding well to promote active lifestyles and physical well-being as part of a local initiative to share expertise and develop inter-school competitive sport. Pupils are rightly proud of their sporting success, particularly in girls' and boys' football. There is a range of sports available throughout the year, which is appreciated by the pupils.
- Child protection and safety are very important to the school and leaders are thorough in making sure that safeguarding procedures meet requirements and the school is safe and secure at all times. Leaders are particularly skilled in identifying and supporting vulnerable pupils.
- Leaders make good use of the pupil premium funding to provide additional support, so pupils who are eligible for this funding make equally good progress as, and sometimes better than that of their classmates. It also ensures that all pupils have equality of opportunity to succeed and equal access to all that the school provides.
- The local authority has provided light touch support since the last inspection and several leaders contribute to local authority initiatives.
- **The governance of the school:**
  - Governors are very effective in providing strategic direction and share the same passion as leaders to make the school the best it can be. They are very well informed about all aspects of school life and especially about pupils' achievement and the quality of teaching. They have a good understanding of how the pupil premium funding is used and keep a close eye on the difference it is making to pupils eligible for extra support. Governors have supported improvements to teaching by holding all staff to account for the progress pupils make and reward only those teachers who meet their performance management targets fully. Governors bring a range of useful skills to their roles which they use to good effect. Where there are gaps in their skills they actively seek training, for example, in analysing comparative performance data and, as a result, are increasingly adept at asking the appropriate questions to challenge leaders and hold them to account.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. In lessons and when moving around the school, it is often of a very high standard. Pupils are polite and considerate of visitors and their warm and welcoming behaviour shows the pride they take in following the school's high expectations of them. The school's records show that good behaviour is typical over time.
- Pupils' good attitudes to learning ensure that lessons can proceed without interruption. Time is used well and when pupils have to move to different locations, they do so quickly and with the minimum of fuss. When really challenged, pupils show resilience and keep going, convinced that hard work will bring its own rewards.
- Pupils learn about the need for tolerance of different ideas and ways of life, and are quite sure that

everyone should be treated with equal respect and consideration. This helps them to develop good relationships with each other and contributes to the caring and harmonious atmosphere that pervades the school.

- Older pupils have posts of responsibility, such as being play leaders and eco-warriors. They take their responsibilities very seriously and carry out their duties conscientiously.
- A very small proportion of pupils finds it difficult to meet the high standards of behaviour of their classmates, but staff are skilled at managing their behaviour.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils are taught effectively to assess risks to their well-being. They understand the dangers of the Internet and social media and their learning in local woodlands helps them to develop a healthy understanding of how to be safe near fires and when using tools.
- Pupils have been taught to recognise when potential disagreements are developing and the playground mediators are skilled in defusing and resolving any potential conflicts. Pupils share any concerns confidently with adults, knowing they will be taken seriously and addressed.
- Pupils say that they feel very safe and parents agree that the school is a safe and secure environment for their children. Staff know pupils very well and are alert to any changes that may affect their well-being or performance in school. Excellent care creates a happy, secure school where every pupil feels valued.

## The quality of teaching is good

- The quality of teaching has improved further since the last inspection, because of the sharp focus of leaders and the good professional training to extend the skills of teachers and teaching assistants. Teaching is not yet outstanding because some relative weaknesses still remain.
- Teachers plan activities that engage pupils' interest and pupils say they enjoy them, particularly in mathematics. Pupils develop confidence in learning and they persist with their efforts, even when the challenge is high. A good example was seen in a Years 5 and 6 class, where pupils had to think hard about how to separate different solids successfully using simple equipment. However, sometimes work planned is either too easy or too hard for some pupils.
- Pupils know how well they are doing in lessons because of teachers' careful explanation of what they will learn and the different targets they will reach.
- Pupils develop their writing skills well in English, where they learn to adapt their style to suit different audiences and purposes. As they move through the school, pupils write at increasing length and with greater accuracy. However, the quality of their writing in other subjects is not of the same standard, because teachers' expectations of what pupils should produce are not as high as in English. Opportunities to write at length in topic and science work are not frequent enough.
- The teaching of mathematics is good. Pupils develop their skills and become more adept in using their skills to solve more difficult problems. Older pupils demonstrated their abilities by drawing and analysing line graphs very accurately, showing time and distance measurements collected in a previous lesson.
- Pupils have regular, planned opportunities to read in school and they read regularly at home. The school has worked successfully to foster a love of reading and pupils have responded to the various programmes that the school uses to encourage reading. Older pupils have favourite authors and are quite happy to recommend suitable books to others.
- Teachers mark pupils' work using a well-understood whole-school system. Pupils know where they have been successful and what they could do to improve and regularly make the improvements suggested.
- Teaching assistants are skilled in supporting the learning of individual pupils and small groups. They know the needs of these pupils well and the strong partnerships between teachers and teaching assistants ensure that the support matches the needs of individual pupils accurately. Disabled pupils and those with special educational needs, as well as disadvantaged pupils, make good progress as a result of the support they receive.

## The achievement of pupils is good

- Most children start in the Reception class with the skills and knowledge typical for their age. They make good progress throughout the school, so that by the end of Year 6, pupils reach above average standards, especially in reading and mathematics. Attainment in writing, while above average, is not quite at the

same level as in reading and mathematics.

- The proportion of Year 1 pupils who reached the expected standard in phonics (the sounds letters make) in 2014 was not as high as in previous years. Inspection evidence confirms that this is not typical and that a high proportion of current Year 1 pupils are securely on track to reach at least the expected standard in 2015.
- Most pupils' reading skills are well developed from an early stage and improve rapidly in Key Stage 2. The development of reading skills amongst younger pupils is monitored well and staff provide pupils with reading materials that match their ability accurately. Older pupils regularly support younger readers and provide excellent role models.
- Pupils' achievement in mathematics has improved in recent years, because of the school's focus on improving teachers' skills and developing consistent methods for number calculations. Leaders have identified that many pupils' learning of times tables was not secure and have put measures in place successfully to address this. As a result, pupils are becoming quicker and more accurate in solving problems. A number achieved Level 6 in the 2014 Year 6 national tests.
- Pupils in Year 6 reach above average attainment in writing. Pupils' progress in writing is good, although not quite as rapid as it is in reading and mathematics and the proportion which makes more than expected progress is not as high. Pupils write well in English, but the quality of what they write in other subjects is not as high.
- The most-able pupils make very good progress and attain above average standards in English and mathematics, because they are challenged well by teachers. The regular 'challenge club' provides them with opportunities to think and learn deeply about a wide range of issues of interest to them.
- Pupils who are disabled or who have special educational needs are identified accurately and provided with appropriate support from skilled adults who know pupils' needs well. As a result, these pupils make similar progress to that of others in the school. Parents are particularly appreciative of the help given to their children.
- Pupil premium funding is used well to ensure that the gap in attainment between disadvantaged pupils and others in the school and those nationally has reduced significantly. Disadvantaged pupils are approximately one term behind other pupils nationally, and others in the school in reading, writing and mathematics. Disadvantaged pupils often make more progress than other pupils in the school.

### The early years provision

is good

- The early years is led very well by a highly-skilled, determined leader who is passionate about making the early years provision the best it can possibly be. Other adults in the close knit team share the same ambition.
- Children's behaviour is very good, because they become absorbed in the well-planned intriguing and challenging activities. During one session, children showed real determination to release the model figures that had become frozen into the ice. They showed determination, perseverance and good skills in cooperating with each other.
- Children typically make good progress from their starting points and the progress in speaking, communicating and reading for some children is very rapid.
- Children become eager, curious learners, who share ideas willingly and respond well to the thoughtful prompts from adults who have a very accurate idea of the children's needs and interests.
- Safety is of a very high priority and there are thorough arrangements in place to ensure that the provision is safe and secure, particularly at the start and end of the school day and when children are outside. Parents agree that the early years provision is very safe and appreciate the care their children receive.

## 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>	121331
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	449173

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	N McFadden
<b>Headteacher</b>	Irene Marwood
<b>Date of previous school inspection</b>	15 March 2011
<b>Telephone number</b>	01347 821282
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