

Nawton Community Primary School

School Lane, Nawton, York, North Yorkshire YO62 7SF

Inspection dates

6–7 June 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Pupils' standards in the Year 6 national tests in 2017 were below average and reflected their underachievement.
- Current attainment in English and mathematics in Year 6 is not high enough.
- Teaching requires improvement, particularly in Years 3 to 6, because pupils are not progressing as quickly as they should.
- On too many occasions, teachers do not move pupils on quickly enough and their progress stalls.
- Work provided for the most able pupils often lacks challenge. Teachers do not routinely and rigorously insist that untidy work is improved.
- Leadership, at all levels, has not been effective enough in ensuring that pupils progress well.
- Pupils are not learning enough about the different cultures that make up modern Britain.
- The school development plan does not contain easily measurable targets relating to pupils' attainment and progress.

The school has the following strengths

- The new headteacher has acted quickly to identify areas of weakness and has put plans in place to remedy them.
- Governance has recently improved and now has the capacity to support the school in its drive for better outcomes for pupils.
- Pupils behave well in lessons and around the school. They enjoy coming to school and take a pride in their appearance.
- The school is calm and orderly.
- Members of staff care for pupils well and keep them safe.
- Year 1 phonics screening check results in 2017 compared favourably with the national picture.
- The recently introduced assessment system enables leaders, governors and teachers to effectively track the progress that pupils make.
- Children in the early years progress more quickly than pupils in the main school because teaching is better. The early years setting is led and managed well. Welfare provision is good, and children behave well.
- Parents are positive about the school and a very large majority would recommend it to others.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' outcomes by:
 - ensuring that work provided for higher-ability pupils enables them to reach their full potential
 - improving the quality of teaching in Years 3 to 6 so that pupils progress as well as they should
 - ensuring that there is an effective challenge when pupils produce untidy work.
- Improve leadership and management by:
 - reviewing the effectiveness of current provision in English and mathematics
 - introducing into the school development plan easily measurable targets for pupils' attainment and progress to enable leaders and governors to check the impact and success or otherwise of initiatives.
- Ensure that pupils gain a deeper understanding of the diversity of society and the wide range of cultures in modern Britain.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Until the arrival of the new headteacher, leaders, managers and governors had been too slow to tackle pupils' underachievement. Pupils' achievement in the national tests declined and actions taken to resolve this were not sufficiently effective.
- The school's leadership and management of English and mathematics has not been good enough to ensure that pupils make at least adequate progress between Years 3 and 6. Although there is a recognition that progress in Years 3 to 6 is not yet rapid enough or consistent, the reasons behind the deficit have not yet been fully resolved.
- The new headteacher has conducted an audit across the school and has identified the areas, including teaching, that need to be improved before pupils' progress is likely to accelerate significantly. She has an accurate picture of the quality of education that the school currently provides and understands what needs to be done to improve it.
- North Yorkshire local authority helped the new headteacher by commissioning a review of governance and a full review of the quality of education being provided.
- The reviews and audits have helped the headteacher to create a development plan which draws on the areas of weakness and explains clearly how and when improvements must be made. However, this plan still lacks easily measurable targets for pupils' attainment and progress.
- A major step forward has been the recent introduction of the tracking system. This enables the headteacher, other leaders, teachers and governors to have a more accurate picture of the progress that all groups of pupils are making. It quickly identifies low attainment and pupils who are not making enough progress and need to catch up. Leaders and teachers are now able to target pupils who are not making enough progress and provide intervention work, often in small groups or on a one-to-one basis.
- The leadership of teaching is improving. There is an acceptance by leaders and teachers that classroom practice must improve if pupils are to progress well. Together with the assistance of the local authority, the headteacher is currently formulating plans for members of staff to experience the best practice and to receive coaching where necessary.
- Staff morale is good. Members of staff express a genuine wish to be able to do the best they can to help to raise attainment. The school has recently introduced a new scheme of work for mathematics, but it is too early to gauge its impact.
- The leadership of programmes for pupils who have special educational needs (SEN) and/or disabilities has been effective in improving their reading and writing, but it has had a more limited impact on developing mathematical skills.
- Leaders have ensured that the curriculum places a strong emphasis on pupils' personal development, reading, writing and mathematics, but not to the exclusion of everything else. Leaders have ensured that pupils experience all the subjects of the national curriculum too.
- A good range of extra-curricular activities, particularly sporting, enables pupils to

develop confidence and to participate in local competitions. Pupils can also experience many new activities when they participate in residential visits at specialist centres in other parts of Britain. They learn about many aspects of life in modern Britain, such as democracy, parliament and the rule of law, together with a good coverage of world religions. What pupils are currently missing is learning about the many cultures to be found across this country.

- The school uses its primary school sport and physical education funding well to provide specialist teaching in a range of activities and to ensure that pupils can improve their swimming.
- Equality of opportunity has a high profile. Where leaders perceive that individual pupils are experiencing barriers to academic progress, they do their best to resolve matters, often using outside professional experts. The use of pupil premium and additional special needs funding has been successful for at least half of the pupils they are intended to support, but others have not progressed as well as they should have.
- The online survey shows that the school has the confidence of the large majority of parents. Most say that their children are happy in school and that they would recommend it to others. During the inspection, there were many free-text messages praising the school and its teachers.

Governance of the school

- Governance has been significantly strengthened since the local authority review. New governors have been appointed and roles and responsibilities clearly identified.
- Governors have a good grasp of the school's strong features and know what needs to be improved. They have every confidence in the new headteacher and give her their full support.
- They now constantly probe and challenge in and outside meetings and do their best to ensure that the school really is on an upward trajectory. They constantly ask valid questions about pupils' progress, particularly in mathematics, and seek reassurance that improvements are actually materialising.

Safeguarding

- The arrangements for safeguarding are effective and there are clear systems in place that members of staff follow consistently.
- The site is secure and there is always plenty of adult supervision for pupils in class, at lunchtimes and during playtime. Pupils say that they feel safe in school and that there is always an adult who they would feel confident to talk to about any personal worries or issues.
- All the required policies relating to the safeguarding of pupils are in place, reviewed regularly and have a high profile.
- Effective checking of the identities of all adults who work with, or have access to, children are firmly embedded into the daily life of the school.

Quality of teaching, learning and assessment

Requires improvement

- Recently, teaching has not been good enough to enable all groups of pupils to progress well. Although some improvements have been made, teaching is still not consistently good. As a result, many pupils in Years 3 to 6 are not reaching their full potential, particularly in mathematics.
- Although there are some good features in the school's teaching, for example in the early years setting, there are several aspects which require attention. Teachers are not routinely challenging the school's most able pupils with sufficiently demanding work. Too frequently, they are only expected to work at the same level as their peers when they are capable of much more.
- Teachers and their assistants do not ensure that all pupils make enough effort with the presentation of their work. Although they frequently make comments about untidiness to some pupils, they do not consistently follow them up and ensure that these pupils actually try to improve layout and handwriting.
- The teaching of reading and writing is better than in mathematics, where too few pupils are being provided with work which will enable them to attain highly.
- Although there is a long way to go, improvements are being planned as the new headteacher gets to grips with the reasons behind, and initiatives needed to tackle, pupils' underachievement.
- There are many strong features in the school's teaching which can be used as a platform for improvements in the future. Teachers have good relationships with pupils and plan interesting lessons for them. Together with their teaching assistants, they manage pupils well in the rather small and crowded classrooms, so pupils can concentrate on their work and learn without distraction.
- Teaching assistants play an important role in the management of pupils and in providing extra support for those of lowest ability and those who do not quickly grasp the concepts being studied. They frequently provide pupils with clear and simple explanations which enable them to start to access the work their peers are doing.
- Teachers explain topics clearly and often organise pupils to work in pairs and groups, which enables them to develop skills of discussion and interaction. They provide many small-group experiences for pupils, so they learn to apply what they are being taught to practical problems, both in the classroom and outside.
- Effective teaching of phonics to the younger pupils enables them to progress well and reach national expectations in the Year 1 phonics screening check.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils benefit from an education which includes several extra-curricular opportunities and learning in many other subjects in addition to English and mathematics.
- Pupils acquire knowledge about many different religious faiths and cultures to be found

across the world, but they have only a very vague understanding of the characteristics and the variety of cultures to be found in modern Britain.

- Welfare provision is strong. The school does all it can to provide the pupils with all the support they need on a personal basis. Parents, pupils, governors and members of staff explain that the pupils benefit from what they describe as a family and community setting.
- The school council and the sports leaders programme provide good opportunities for pupils to take responsibility. Pupils are keen to organise games and competitions for their peers at lunchtime. School council members make valuable suggestions to the staff about improvements they would like to see.
- Pupils feel safe in school and say that there is no evidence of bullying. They learn to keep themselves safe and acquire a secure knowledge of potential threats to their welfare. For example, pupils are aware of how to stay safe when using the internet and to avoid talking to strangers.
- Good arrangements for Year 6 pupils to transfer to secondary school mean that they are confident about joining Year 7 in September.

Behaviour

- The behaviour of pupils is good.
- Pupils are welcoming, polite and helpful. They behave well in class and around school, at lunchtime and at breaks. Pupils cooperate well with their teachers and classroom assistants, so misbehaviour is rare. Occasionally, however, a few pupils waste time in class when the work they are given is too easy. There have been no exclusions for poor conduct for several years.
- Pupils take a pride in their appearance and their school. They relate well to each other in class and when playing outside. Most pupils try to present their work well, but a few of the older pupils' handwriting and exercise books are rather untidy.
- Leaders do all they can to ensure that pupils do not become disadvantaged by missing out on their education. Pupils are keen to come to school and their attendance is above the national average. Persistent absence is below the national average. Punctuality to school and to lessons is good.

Outcomes for pupils

Requires improvement

- The standards attained by Year 6 pupils in their national tests in 2017 in reading, writing and mathematics were too low. They represented some underachievement for all groups of pupils over the four years between Years 3 and 6. A smaller proportion of pupils reached expected levels or better than found in all pupils nationally. The proportion of pupils reaching expected levels in a combination of reading, writing and mathematics was only around half of the national average. One factor, affecting the results of the small cohort, was the disrupted education of a few pupils who arrived at the school during key stage 2.
- The current Year 6 pupils are doing better than the previous cohort, but still not well enough. Scrutiny of pupils' work and classroom observations reveal that an average proportion of pupils is reaching expected levels in reading and writing but not in

mathematics. There is clear evidence of some pupils reaching higher levels in reading and writing. Several of the most able pupils read fluently with expression and write accurately at length for a variety of audiences.

- Pupils currently in Year 6 had above-average assessments at the end of Year 2. They are now reaching only average attainment in reading and writing and below-average attainment in mathematics. In mathematics, many pupils have not fully mastered the topics they have been taught, so when they are confronted by test conditions they are often unsure about how to answer the questions.
- Numbers of disadvantaged pupils and those who have SEN and/or disabilities are relatively small. However, overall, the progress of both these groups is variable. Some of the pupils who have SEN and/or disabilities have made good progress in reading and writing in response to bespoke programmes, but their progress in mathematics has often been too slow. Similarly, the school's disadvantaged pupils are making variable progress. A few are doing well but others are still well behind levels that other pupils reach nationally.
- The school's data shows that girls are currently making better progress than boys in several year groups. A greater proportion of girls are reaching expected levels for age in English and mathematics compared with boys.
- There is evidence of some good progress being made across the school in subjects outside English and mathematics, for example in French and religious education. However, higher-ability pupils often do the same work as their peers, so progress towards their full potential is more limited.
- Pupils in key stage 1 are making better progress than those in key stage 2. For example, an average proportion of pupils in Year 2 is reaching expected levels in writing and mathematics and an above-average proportion is doing so in reading. Proportions of pupils reaching greater depth compare favourably with 2017 national averages for all pupils. This is a better picture than the year before, when assessments at the end of Year 2 were average in reading and writing and below average in mathematics. The Year 1 phonics screening check results were just above the national average in 2017. The school justifiably expects a similar result this year.

Early years provision

Good

- The very well led and managed early years setting provides children with a good start to their education. Children in Nursery and Reception progress well and are ready when it is time for them to transfer to Year 1.
- The majority of children join Nursery and Reception with skills and abilities that are broadly typical for their ages, although some are lower. They make good progress towards the early learning goals and many children exceed them. The proportion of children reaching a good level of development was at the national average in 2017 and expectations of the current Reception cohort are similar.
- Children enjoy their education in the early years setting because there is a skilfully organised balance between adult-led activities and those that they choose for themselves. Members of staff ensure that children rotate through all the activities so as many as possible progress well and meet or exceed the early learning goals.

- Leaders have given much thought to the development of provision in the outside area, and the classrooms, so they are not only inviting for the children, but also enable them to successfully develop skills in reading, writing and number. There are many examples of the involvement of children in conversation to develop their vocabulary. However, in the outside area, members of staff sometimes concentrate on organising groups of children and activities, rather than taking every opportunity to develop speech.
- Children relate exceptionally well to the adults who work with them and trust them. Good behaviour pervades the setting and helps to underpin the good progress that children make. Teachers and their assistants ensure that the most able children are fully challenged, for example by learning to count quickly in threes and fours.
- Good and imaginative teaching enables children to learn quickly. The teaching of phonics and number is rapid, compelling and effective. Children soon learn the sounds that letters and combinations of them make. Teachers and their assistants make accurate assessments of children's progress and compile interesting 'learning journey' folders which chart their experiences and successes. These go home on a weekly basis and form an excellent link between home and school.
- Children gain considerable confidence around talking to adults. They are polite and welcoming and like to show their work to visitors and discuss their activities with them.
- All safeguarding arrangements are effective, and the setting is secure. Children's personal development and welfare have a high profile and members of staff are good at spotting individual needs and catering for them on a one-to-one basis.

School details

Unique reference number	121306
Local authority	North Yorkshire
Inspection number	10047623

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Ruth Smith
Headteacher	Nichola Oxtoby
Telephone number	01439 771245
Website	www.nawton.n-yorks.sch.uk
Date of previous inspection	24–25 September 2014

Information about this school

- Nawton Community Primary School is smaller than the average-sized primary school.
- The school is formally federated with the much smaller Rosedale Abbey Community Primary School, with an executive headteacher and one governing body.
- The current headteacher took up her post in September 2017.
- Most pupils are of White British heritage.
- A well below average proportion of pupils receive support from pupil premium funding.
- An average proportion of pupils have SEN and/or disabilities.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- The inspector visited nine lessons, including four jointly with the headteacher. He observed pupils in all classes and year groups being taught at least twice and looked at a wide range of written work in English and mathematics. Four of the lessons he visited were in subjects other than English or mathematics.
- He held meetings with the headteacher, governors, the special needs coordinator, the leader of the early years setting, the leader of mathematics, a representative of North Yorkshire local authority and a group of pupils from Years 5 and 6.
- The inspector looked at a wide range of documentation, including the school's review of its performance, development planning, governors' papers, records of pupils' progress and safeguarding procedures.
- He listened to several pupils from Year 6 reading aloud individually.
- He took account of 30 responses to the online questionnaire, Parent View, and 31 free-text messages from parents and carers. There were no responses to either the pupil questionnaire or the one for staff, due to problems accessing them.

Inspection team

John Paddick, lead inspector

Ofsted Inspector

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