



# Bubwith Community Primary School

## Inspection Report

**Unique Reference Number** 117878  
**Local Authority** East Riding of Yorkshire  
**Inspection number** 290956  
**Inspection dates** 7–8 November 2006  
**Reporting inspector** Rosemary Eaton

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Church Street
<b>School category</b>	Community		Bubwith, Selby
<b>Age range of pupils</b>	4–11		North Yorkshire, YO8 6LW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01757 288261
<b>Number on roll (school)</b>	101	<b>Fax number</b>	01757 288261
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Jackie Houlder
		<b>Headteacher</b>	Mrs Elaine MacCallum
<b>Date of previous school inspection</b>	1 May 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a smaller than average school serving a rural community. The proportion eligible for free school meals is well below average. There are no pupils from minority ethnic groups and none are looked after children. A greater than average proportion of pupils have statements of special educational need, but overall there are fewer than average with learning difficulties and/or disabilities. Half of the teachers joined the school during the previous academic year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

This is a satisfactory and improving school, providing satisfactory value for money. The standards pupils reach fluctuate from year to year, because numbers are small and the attainment of each pupil can make a big difference to the overall picture. Currently standards are generally above average. The 2006 national test results indicate that the Year 6 pupils' results were much better than those in 2005. Pupils make broadly satisfactory progress as they move through the school and their achievement is also satisfactory. However, progress is uneven, depending largely on the quality of teaching in individual classes or lessons. For instance, children in the Reception year are making rapid progress owing to recent developments in the way their class is organised and taught. Elsewhere in the school, though teaching is often good, too many lessons include activities that are not matched closely enough to what pupils need to learn next. The work is too hard or too easy for particular pupils and this slows down their progress. The headteacher carefully analyses the school's test results and other assessment information in order to plan ways to improve achievement. One outcome of this is an ongoing concerted effort to help pupils learn better in mathematics by devoting more time to teaching them to solve problems. This has already been very successful, with better test results in 2006. Although pupils do well in English overall, writing is a weaker element, with fewer reaching higher levels than in reading.

Pupils enjoy school enormously. They cite a number of reasons for this, such as 'lessons are often fun' and, especially, the way in which staff and pupils care for them, saying 'anyone will help you'. In turn, pupils contribute well to school life and readily support causes such as the education of children in Zimbabwe. Because they are so happy and secure, and are taught to be considerate and sociable, pupils' behaviour is outstanding. There are good opportunities for them to learn about keeping safe and healthy, for instance, road safety lessons and 'fit and funky' exercises at the start of the day. Other aspects of the curriculum are less well developed. All the necessary subjects are taught but there are only limited opportunities for a richer variety of experiences to enhance pupils' learning and personal development. For instance, pupils identify the limited range of lunchtime activities as one of the few things they would like to see improved.

Leadership and management are good. The headteacher has correctly identified a number of areas needing development. These priorities stem from highly effective arrangements for checking the school's performance, which provide an accurate picture of the strengths and weaknesses of each aspect of its work. As a result well targeted hard work is currently being undertaken to raise standards and improve the quality of teaching. Thorough preparation and planning take place before initiatives are introduced. Consequently, staff wholeheartedly support the drive to move the school forward, contributing significantly to its good capacity for improvement.

### **What the school should do to improve further**

- Raise standards in writing throughout the school.

- Improve the consistency of teaching, sharing the good practice and ensuring that tasks are always closely matched to pupils' needs.
- Develop the curriculum, providing richer opportunities to enhance pupils' learning and personal development.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory and, overall, standards are above average. The results of national tests vary from year to year, and boys' and girls' results often differ, because the numbers of pupils taking the tests are small and a single pupil can have a large affect on the overall result. There is no clear overall pattern in the results and boys and girls and all pupils, including the higher attainers and those with learning difficulties and/or disabilities make similar, satisfactory progress. Reasons why progress is no better than satisfactory are that teaching is inconsistent and work is not always matched accurately enough to the abilities of the higher attaining pupils.

When they join the Reception year, children's skills are mostly in line with national expectations. Last year, the children made satisfactory progress in the Foundation Stage, beginning Year 1 at the standards expected for their age. Now that the Foundation Stage staff team is more established and the revised curriculum and assessment arrangements are embedded, the children are making good progress.

In 2005, the results of national tests for Year 2 pupils were above average and these pupils made good progress from their starting points. In 2005, the national test results of the Year 6 pupils were broadly average. The results were lower than those of the previous year because the year group contained a large proportion of pupils with learning difficulties and/or disabilities. Although not yet confirmed, in 2006 the Year 6 pupils' results were higher in English, mathematics and science and a good proportion reached the higher Level 5 in the tests. However, in English, more pupils reached Level 5 in reading than in writing.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Assemblies make strong contributions, helping pupils to develop a clear moral code and encouraging them to think carefully, for example, about the significance of Remembrance Day. From the Reception year onwards, pupils begin to develop a strong work ethic. They arrive each day with positive attitudes that will stand them in good stead in their future lives. They work together very productively, for example, to solve problems in mathematics or to consider the meaning of a piece of text. Attendance is good and is much improved since the previous inspection. Pupils happily accept responsibilities. For instance, during breaks, those in Years 5 and 6 take turns to play with and care for the youngest children. However, there are few other opportunities for them to use their spare time productively. Because their behaviour

is so impressive, in and out of lessons, pupils help to ensure that they are all safe in school. Pupils have a good grasp of the impact of food and exercise on their health, and sport is one of the aspects of school that they enjoy most. The school council has only existed for a short time. Its members are keen to make more of a contribution to school life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall, but is variable. In the Reception year teaching is good. The teacher and nursery nurse work together closely and effectively to meet each child's needs, so they all get off to a flying start. Throughout the school, teachers have an accurate view of what each pupil knows, understands, and can do. However, they do not consistently make the best use of this information when planning the next stage in learning. For example, in one lesson, pupils were not given enough clues to enable them to identify a mathematical pattern, wasting time and causing some confusion. In this case, the task was too hard, but in some other lessons it is not clear how the highest attaining pupils are being stretched. This is one reason why progress is satisfactory, rather than good. Relationships between pupils and staff are consistently excellent and help to maintain the very good order during lessons, enabling all pupils to focus on their work. Support staff make very strong contributions to pupils' learning, for instance, by helping those with learning difficulties and/or disabilities to join in activities. Teachers mark pupils' work carefully, encouraging them and often reminding them exactly what has been learned.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and has a strong and relevant emphasis on English and mathematics. Currently, teachers are developing more links between subjects, in order to help pupils to consolidate their learning. For example, work on Ancient Egypt provides a context for activities in a number of subjects. There are suitable arrangements for pupils with learning difficulties and/or disabilities or those who need a boost to their learning. Strong links with other professionals and agencies, such as a specialist support teacher, enhance what the school provides. Visits help to bring subjects to life, for instance helping pupils to discover aspects of Tudor life. There are satisfactory arrangements for them to pursue their interests through clubs, although music and sport predominate and insufficient advantage is taken of lunchtime in order to enhance learning or personal development. The Foundation Stage curriculum provides a well judged balance of opportunities for children to learn independently and more formal activities led by adults.

## Care, guidance and support

### Grade: 2

This aspect is good. The school gives very close attention to all elements of pupils' welfare. Suitable child protection procedures are in place and thorough health and safety audits are commissioned and acted on swiftly. Great care is taken to ensure that pupils move smoothly from one stage of their education to the next. For example, there are good arrangements to support their transfer to secondary school. Systems for assessing pupils' learning and tracking their progress are good and the information gathered is used well by the headteacher. Individual targets have recently been introduced for all pupils. Pupils are not yet familiar with these and they are not regularly mentioned during lessons in order to help pupils take more responsibility for their own learning.

## Leadership and management

### Grade: 2

The headteacher provides strong, thoughtful and determined leadership. This has ensured that the school has successfully moved on since the previous inspection and, as new staff have settled into the school, standards throughout the school have begun to rise and pupils are starting to make faster progress. Although teaching, achievement and the curriculum are only satisfactory, the headteacher's accurate analysis of what needs to be improved, such as the consistency of teaching, and the thorough planning to achieve her objectives mean that leadership and management are good. The headteacher is gradually delegating more responsibility to other staff, as their leadership skills are developed. For instance, a teacher is leading the school's work towards the Healthy Schools award. Working parties, such as the team leading the actions to raise standards in mathematics, are an increasing feature of the school. The mathematics initiative was well led and managed and has had a positive impact on standards. Strong teamwork is evident throughout the school and staff feel very well supported by the headteacher and their colleagues. Governors are well informed. They weigh up complex issues carefully, for example, the wish of some parents for the school's kitchen to be reopened in the light of long term financial implications and the impact on pupils. The school works hard to avoid being isolated and has good and productive links with a range of professionals, the local community and other schools. Parents' views are very positive. They appreciate their frequent contact with staff and the 'friendly, professional atmosphere'.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Bubwith Community Primary School

Church Street

Bubwith

Selby

North Yorkshire

YO8 6LW

7 November 2006

Dear Pupils

Thank you for being so very friendly and helpful when I visited your school. I really enjoyed my short time with you and I want to let you know what I found out about the school.

I was extremely impressed with your excellent behaviour and the way you look out for each other. You try hard in lessons, but you also have lots of fun. It was great to see the youngest children enjoying their 'Fit and Funky' workout. The adults in school look after you well.

You do well in the tests at the end of Years 2 and 6 and last year's mathematics results were much better than those in 2005. The test results in writing ought to be better, so I'd like your teachers to find ways of helping you to improve. In fact, I think you could all make faster progress in every subject, if you are each given work that is just hard enough. You can help as well, by continuing to do your best.

When I spoke to the school council members and to children in the playground, they said they'd like more activities at lunchtime. I agree that this would be a good idea. I've asked the school to have a close look at all the opportunities it provides for you, in and out of lessons, in order to help you all to learn as well as possible.

Your headteacher has lots of good ideas for improving the school and she and the staff are working very hard to give you an even better start to your education.

I wish you all well for the future.

Yours sincerely

Mrs Eaton

The inspector