



Market Weighton Infant School

Inspection Report

Unique Reference Number 117912
Local Authority East Riding of Yorkshire
Inspection number 290964
Inspection dates 17–18 January 2007
Reporting inspector Geoffrey Cooper

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

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|---|--------------------|-------------------------|---------------------------|
| Type of school | Primary | School address | Princess Road |
| School category | Community | | Market Weighton, York |
| Age range of pupils | 3–7 | | North Yorkshire, YO43 3EY |
| Gender of pupils | Mixed | Telephone number | 01430 873159 |
| Number on roll (school) | 201 | Fax number | 01430 873159 |
| Appropriate authority | The governing body | Chair | Mr Andrew Parks |
| | | Headteacher | Mrs Janet Drewery |
| Date of previous school inspection | 1 June 2002 | | |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Few pupils at Market Weighton are entitled to a free school meal. The proportion of pupils with learning difficulties and/or disabilities is low. Almost all pupils come from a White British background. No pupil is learning English as a new language. A feature of the school is the imbalance of boys and girls; in some year groups boys outnumber girls by two to one. When children enter the school, their attainment is broadly average but there is a weakness in their communication and language skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Achievement is good overall and standards are above the national average. Attainment on entry is broadly average, although school data highlight a weakness in the skills of language and communication. While children in the Foundation Stage make good progress and most acquire or exceed the goals set for their age, standards in language skills remain lower as they enter Year 1. Pupils continue to make good progress to the end of Year 2. The results of national tests are above average and above average standards were seen in the pupils' work. There are some more able pupils who could do better. Achievement is well supported by pupils' positive attitudes to learning, reflected in good attendance and good behaviour. These qualities have a strong impact on learning. It is clear that pupils are happy in school and enjoy their work. They eat healthily and participate in vigorous exercise. A mark of the quality of the school's provision is national recognition through the Activemark gold award and the Healthy Schools award. Pupils show initiative and responsibility by participating in community events and doing jobs around school. The school ensures that pupils are well prepared for the next stage of their education, in line with its motto: 'First steps to tomorrow's world.'

The quality of teaching is good. Most lessons are brisk and purposeful with generally high expectations of pupils, although an occasional lack of pace leads to some restlessness. The curriculum is good. Its innovative approach ensures its relevance to pupils. Pupils are well cared for within a safe environment. This good provision is the result of resolute leadership and management. The headteacher provides a strong sense of direction for the work of her staff and, through that, the standards and achievements of the pupils. A strong approach to the review, self-evaluation and development of performance ensures that approaches to learning are being continuously refreshed. Self-evaluation is good and has led to recent improvements; the school is well placed to make further improvement. It is strongly supported by an active and committed governing body and it provides good value for money.

What the school should do to improve further

- Ensure that all the more able pupils achieve as well as they can.

Achievement and standards

Grade: 2

Achievement is good. Children in the Foundation Stage and pupils in Key Stage 1 make good progress overall and standards are above the national average by the end of Year 2. Children join the Foundation Stage with average standards, although there is a weakness in the acquisition of early language and communication skills. Most acquire or exceed the goals set for their age, although standards in reading and writing are not as high as in other areas of learning, particularly for those with the potential for higher achievement. School data, confirmed in the work seen, show that standards are above average in Year 2 as a result of continued good progress, and an above

average proportion of pupils gain the expected standard for their age. However, some more able pupils do not do as well as they could. Pupils' achievements are not limited to the basic skills of literacy and numeracy; for example, good opportunities in music and physical activities enable good achievement in these subjects. Good progress is a characteristic of the school, including that made by the small number of pupils with learning difficulties.

Personal development and well-being

Grade: 2

Personal development, including pupils' spiritual, moral, social and cultural development, is good. Pupils really enjoy coming to school and are keen to do well. This is reflected in their consistently good attendance and punctuality, which, when allied to their good attitudes and behaviour, support learning well. Pupils eagerly take on responsibilities as monitors and help each other in the playground when acting as playground pals. Pupils are proud of their work on the school council and especially their role in improving behaviour. Their exceptional contribution to the development of the town park, and their involvement in local productions and fund raising for charity, effectively develops their understanding of the wider community. Pupils are aware of the benefits of healthy eating, physical activity and know how to keep safe. Pupils are learning to make choices and to consider the impact of their actions on others. Good personal and academic skills contribute well to pupils' development as successful young citizens.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are typically well planned with high expectations of pupils' participation. Teachers make good use of their subject knowledge and their knowledge of how pupils learn. Pupils enjoy the activities planned for them. Behaviour is well managed and, as a result, pupils show positive enthusiasm for their work. Many lessons are brisk and purposeful with good relationships and an occasional flash of humour. Skilled additional adults, teaching assistants and parental helpers provide good support. The school has responded well to issues from the previous inspection, encouraging independence in learning, use of questioning skills and promoting opportunities for pupils to develop their speaking skills. Sometimes, higher attaining pupils are not always sufficiently challenged. Occasionally, pupils become restless when the pace of lessons is slow. Questioning is used effectively to monitor pupils' progress during lessons. Work is marked consistently with appropriate reward and praise for meeting the success criteria for the activity.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets national requirements and is well focused on raising standards through the acquisition of relevant skills. It is currently being redeveloped through an innovative and exciting response to the national initiative Excellence and Enjoyment. The school's approach to the planning of the areas of learning for the Foundation Stage to Key Stage 1 has smoothed transition successfully without losing sight of the essential key skills of a range of subjects; for example, historical enquiry and investigative science. Provision for those with learning difficulties is good. The school's work in the development of social and emotional attitudes to learning has had a strong influence on the growing understanding and maturity of pupils. A well enriched curriculum provides more opportunities than is usual in infant schools; for example, music clubs, sporting opportunities, visits out of school and visitors into school.

Care, guidance and support

Grade: 2

Pupils are well cared for in a happy and safe environment. Safeguarding checks meet current national requirements. Child protection and all other systems to safeguard pupils' health, safety and well-being are in place. Relationships between pupils and adults are good and the school makes sure that pupils feel safe and secure. They know there is always someone to help them with any worries or concerns they might have. Staff have a good and sensitive knowledge of pupils and their families. Parents agree that there is a good working relationship between home and school, which has a beneficial impact on learning. Pupils with learning and behavioural difficulties are well supported by all staff, enabling these pupils to be fully included in all activities and make good progress towards their targets. The tracking of pupils' progress is in a transitional stage at present. Meanwhile, the information gathered through the school's current system is used well to provide extra support as necessary.

Leadership and management

Grade: 2

Leadership and management are good. The talents and skills of staff are well harnessed through the headteacher's vision and sense of purpose. Effective strategies are in place to manage the school. The school is at an exciting stage of developing the leadership skills of those with management responsibilities. This is particularly evident in the work of the senior management team and those with responsibility for managing curriculum subjects. These developments are leading to a more stimulating curriculum. This well-managed school takes a reflective and thoughtful approach to its work, as shown in its provision and the above average standards achieved. Strategies for review, evaluation and development and for monitoring the school's performance are effective tools for moving the school forward. Leaders and managers ensure that equal

opportunities are good. A wealth of opportunities is provided with particular sensitivity shown towards girls' needs, in a school with many more boys than girls, and towards children who are more reticent than others.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

| | |
|--|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 1 |
| 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

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

¹ 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 | 2 |
| 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

Market Weighton Infant School

Princess Road

Market Weighton

York

North Yorkshire

YO43 3EY

17 January 2007

Dear Children

Thank you for the friendly welcome to your school during our recent visit. It was a great pleasure to be able to speak to so many of you and to listen to what you had to say.

You certainly enjoy your school and you are right to do so because your teachers find such interesting things for you to do. Your lessons are often very exciting and I would have loved to have gone on the virtual reality day trip to Africa with Year 2. You are achieving well. That means you work hard and make good progress, especially in literacy and numeracy lessons, but also in other areas such as music and physical activities. We really enjoyed your singing. We were told about your exciting work in helping to design the park in town. One thing that helps towards the good work you do is that you attend school regularly and on time. We particularly like the little bits of humour between you and your teachers. That helps you to enjoy each other's company and make life in school very pleasant.

We saw many good things in your school. You already work hard but we think that some of you who are capable of attaining higher standards could do harder work in lessons.

We think you and your school are doing well. You told us how much you enjoy school and feel happy and safe. Keep up the good work.

Yours sincerely

Geoff Cooper

Lead inspector