



# St Mary's Market Weighton, Roman Catholic Primary School

Inspection Report

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Better  
education  
and care

**Unique Reference Number** 118033  
**Local Authority** East Riding of Yorkshire  
**Inspection number** 291002  
**Inspection dates** 27–28 February 2007  
**Reporting inspector** Denis Goodchild

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

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<b>Type of school</b>	Primary	<b>School address</b>	Sancton Road
<b>School category</b>	Voluntary aided		Market Weighton, York
<b>Age range of pupils</b>	4–11		North Yorkshire, YO43 3DB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01430 872330
<b>Number on roll (school)</b>	84	<b>Fax number</b>	01430 872330
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Canon G Cox
		<b>Headteacher</b>	Mrs A Kelly
<b>Date of previous school inspection</b>	1 May 2002		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This is a smaller than average school set in a small rural town. The headteacher has a two day teaching commitment. The majority of pupils live in the town, the remainder travelling in from the surrounding villages. A below average number of pupils are in receipt of free school meals. The proportion of pupils with learning difficulties and disabilities is above average. There are a small number of pupils with English as an additional language.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with a strong caring Christian ethos. A very effective partnership between carers, the school and external agencies offers very good support so that all pupils achieve well. Parents overwhelmingly agree that their children are safe and well cared for. Pupils' behaviour is very good. Pupils' personal development is excellent because they are encouraged to reflect on the needs of others and are given the opportunity to contribute to the life of the school and the community. This helps them to develop a considerate and caring nature and a concern for the environment. As one parent stated, 'This is a very caring and progressive school', and another reported, 'High standards of morals and values are maintained'. An effective curriculum promotes enjoyment of school and learning and the development of basic skills. It also helps pupils develop a good understanding of how to live healthily. Pupils are therefore well prepared for the future.

Good teaching helps all pupils make good progress and achieve well. From a broadly average starting point, children make very good progress to reach above the expected levels by the end of Reception. Pupils build well on these skills in Years 1 and 2 and teacher assessments show standards that are above average in reading and mathematics and average in writing. Standards overall are above average by the end of Year 6. Standards in English are particularly strong because of the effectiveness of the school's initiatives to improve writing. Standards in science are not as high as other subjects because pupils' investigative and experimental skills are not well developed.

Leadership and management are good. The headteacher's outstanding leadership and vision is what make this school such a caring community. This is evident in the way the school's planning focuses on the principle that every child matters. Managers carefully check the work of the school and know what needs improving but it is unclear in the school's improvement plan how actions are to be put in place to raise standards to even higher levels. Governors know the school well and carefully thought through financial planning has improved resources and the accommodation. Effective governance and accurate self-evaluation indicate that the school has a good capacity for improvement and provides good value for money.

### What the school should do to improve further

- Provide opportunities in science for pupils to be more creative in designing experiments and improve investigative and thinking skills and so raise standards.
- Make it clearer in the school's plans for improvement how actions are to raise standards.

## Achievement and standards

### Grade: 2

Significant differences between small cohorts and variations in the attainment of pupils joining school affects test results. However, pupils' overall achievement is good. This

is evident in lessons and in their work. Pupils with learning difficulties and/or disabilities (LDD) make good progress because of good quality teaching. By the end of Year 6, there is no significant difference in the progress and achievement of boys and girls.

Standards on entry vary year on year but are broadly average. Good provision in the Foundation Stage helps children to make good progress in all areas of learning and many exceed the standard expected for their age by the end of the Reception class.

This good foundation is further developed by good progress in Years 1 and 2. Teacher assessments at the end of Year 2 show 2006 results in reading and mathematics were above average. Writing results were not as high because there were fewer higher attaining pupils in this group. Nevertheless, they reached their expected individual targets and made expected progress.

By the end of Key Stage 2, standards are generally above average in English and mathematics. The particularly strong English standards show the benefits from the school's focus on improving standards in writing. Standards in science are average but pupils lack sufficient skills to investigate and generate their own ideas. Pupils make good progress in information and communication technology because they have well planned opportunities to practise their skills.

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

### **Grade: 1**

Pupils' personal development and well being are outstanding. They get off to a flying start in Reception where they make very good progress in their personal skills. This is because children here are encouraged to work and play happily together. Most pupils attend regularly. Pupils' spiritual, social, moral and cultural development is excellent. They raise money for local charities and overseas communities and learn about different cultures through inter-faith studies. Time is given to reflect on and consider the needs of others. They have a very good understanding of right and wrong, are treated with respect by adults and consequently are very well behaved, mature in outlook and care about each other and the school. They have a very good understanding of how to stay safe and healthy.

Pupils are eager to take on extra responsibility and are proud of the fact that they help to make the school a better place. The school council manages its own budget, has raised funds, bought outside toys. Pupils say that, 'this has made playtimes more fun and pupils are better behaved'. The Eco committee works together with parents and outside agencies to promote recycling in the community and improve the school grounds. The pupils demonstrate excellent personal skills and an ability to work together as a team. They are very well prepared to be part of the community and to move on and succeed in the next stage of their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers have very good relationships with pupils and high expectations of behaviour. This provides well ordered calm classrooms and productive lessons. Teachers clear explanations, demonstrations and challenging questioning help pupils succeed in lessons. They also give clear advice on how to improve. As a result, pupils work hard and make good progress. Children get off to a good start in Reception because a very good range of well managed activities promotes learning in all the early learning goals. Throughout the school, the use of information and communication technology (ICT) adds real enjoyment to learning. Pupils use ICT well as a research tool and to develop their writing skills. Teachers work well with their teaching assistants so that all pupils with LDD are well supported and make good progress. Teachers use what they know of the pupils to set activities well matched to their needs.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum. Children get off to a very good start in the Foundation Stage because of well organised mixture of activities, which covers all areas of learning and strongly promotes personal development. Pupils' personal, social and health education continues to be promoted very well, throughout the school. The school has received awards in recognition of its work in promoting healthy living. A residential visit makes a valuable contribution to the development of pupils' physical and social skills. In the Reception class, very good attention is given to the use of computers to support learning and this continues throughout the school. Spanish lessons and a good range of visits and visitors add enrichment and enjoyment to learning. Visiting music teachers provide opportunities for pupils with a special talent to play an instrument or receive voice training. Work in school is well supported by homework and the school has set up a website to support pupils' learning. Pupils with learning difficulties and/or disabilities make good progress because plans are modified to meet their needs. Themes are used well to link together different subject aspects and provide opportunities for pupils to apply their literacy and numeracy skills across the curriculum. Curriculum plans cover all aspects of learning. However, insufficient opportunity is provided for pupils to be creative in their science work, devise experiments and thus develop their investigative and thinking skills.

### Care, guidance and support

#### Grade: 1

The school provides outstanding care, guidance and support. This view is overwhelmingly endorsed by the parents. The school has an open friendly family atmosphere. Procedures for safeguarding and child protection are fully in place and

very good risk assessments procedures ensure that pupils are safe and secure within school. Teacher's high expectations and close supervision indoors and outdoors promotes excellent behaviour. Staff have very good communication with one another and know the children very well. Work is assessed on a regular basis and the school has a wealth of data tracking individual progress and teachers are therefore able to highlight gaps in learning and provide guidance on how pupils can improve. Excellent partnerships between pupils, carers, external agencies and the school contribute extremely well in uniting everyone in support of pupils' learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's outstanding leadership has forged a partnership between the school, parents and outside agencies, which is very supportive of pupils' needs. This leadership has produced a climate for learning in which pupils and adults respect one another. Children's individual needs are at the heart of this school where every child matters and all children are welcomed into the community no matter what their needs.

The Foundation Stage is very well led and organised and this enables children to get off to a very good start in their school life. Other subject managers make a good contribution to the school's plans for improvement but identified actions do not always make it clear what needs to be done to raise standards. Nevertheless, management has effective systems in place for tracking pupils' progress and monitoring test results and this gives them the necessary information to take appropriate steps to identify areas for development; for example, in science.

Governance is good. Governors are very supportive and know the school well. Good strategic financial planning has improved resources and the school is well placed to carry through planned improvement to the accommodation. Managers have successfully addressed issues from the last inspection

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## 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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
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>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<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	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

St Mary's Market Weighton, Roman Catholic Primary School

Sancton Road

Market Weighton

York

North Yorkshire

YO43 3DB

2nd March 2007

Dear Pupils

Thank you very much for making me so welcome when I visited your school and I enjoyed joining in your lessons. I know that you and your parents agree with me that adults in the school take very good care of you and help you to feel safe and secure. I was very impressed with how well you behaved and cared for each other and this makes yours a happy school. The pupils on the school council and Eco committee take their responsibilities very seriously and really do help make the school a better place for you all.

You enjoy learning because teachers work hard to make learning fun. I could see how much you enjoyed using computers and how this helped you to learn. Teachers give you good advice and this has helped many of you to improve your writing. I think that some of you could make even more progress in science. You can help in science by thinking really hard about your investigations and trying to design your own experiments. I am sure you will help in these improvements by continuing to work hard. I know you can do this because you have already played your part in making St Mary's such a good school.

I send my best wishes for the future.

Yours sincerely

Denis Goodchild

Lead Inspector