

Naburn Church of England Primary School

Inspection report

Unique Reference Number	121537
Local Authority	York
Inspection number	292151
Inspection dates	16–17 May 2007
Reporting inspector	Rosemary Rodger

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	73
Appropriate authority	The governing body
Chair	Dr Arthur Day
Headteacher	Mr Rupert Griffiths
Date of previous school inspection	11 March 2002
School address	Naburn York North Yorkshire YO19 4PP
Telephone number	01904 633287
Fax number	01904 633287

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very small village school situated a few miles south of the city of York. The area is generally advantaged in all respects. This is reflected in the very small number of pupils having free school meals. A very small proportion of pupils have learning difficulties and/or disabilities and all pupils are of White British heritage. The school has recently achieved a Healthy School Award and is working towards reaccreditation of the Gold ArtsMark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It is a happy and vibrant place. The school lives up to its aim, 'to be a place where all may feel happy, secure and stimulated'. Pupils' personal development is outstanding because they demonstrate exceptionally mature levels of understanding about the need to eat healthily, keep fit and to care about local and global environments. The recent Healthy School Award reflects the school's success. Pupils say they enjoy school because, 'everyone is kind and they help us to learn'. Pupils are exceptionally well cared for and achieve very well throughout school. This starts in the Reception class where consistently excellent teaching gives children confidence and outstanding basic skills that prepare them very well for the challenges and high expectations that follow. Outstanding standards are maintained throughout school as a result of the high levels of challenge posed by teachers and the excellent attitudes and behaviour of pupils. Older pupils are thoroughly prepared for national tests, with excellent support provided by teaching assistants for pupils who find learning more difficult. Exceptional attention is paid to the individual needs of all pupils. This is well illustrated in the school priority to ensure all pupils continue to be challenged, especially the high number of very able pupils in school. Older pupils have key roles and responsibilities such as 'buddying', or as 'sports leaders' to support and organise games for the youngest children. The school council plays a crucial role in representing pupils' views to bring about school improvements. The excellent curriculum is enriched by many after-school clubs, visits and visitors from near and far.

Parents are very happy with the school's work and the improvements in communication since the last inspection. As they said, 'the children have a rich and varied school life and achieve so much'. Pupils thoroughly enjoy school. They get on well and relish the responsibility and independence given. For example, assessing each other's work helps them to develop an excellent understanding of how to improve. The quality of teaching and learning is good with outstanding features in the teaching of the youngest children. Excellent use is also made of the small outdoor area to enrich learning for these children. Information and communications technology (ICT) is used very well as a teaching aid and by pupils to research and record their work. Assessment arrangements are good, but expectations of how pupils present their work are not always high enough.

Leadership and management are outstanding. The headteacher has been exceptionally effective in building a strong, very stable, committed staff team. The recent appointment of a very experienced teacher as the deputy headteacher adds to the school's excellent capacity to develop even further. Governors challenge the school and have an excellent vision for further improvements. There is no complacency among the staff or governors. There is a constant drive for further improvement. The support of parents and external agencies contributes effectively to the individual needs of all pupils.

What the school should do to improve further

- Raise teachers' expectations of the presentation of pupils' work.

Achievement and standards

Grade: 1

When children start school they have above average standards in all areas of learning. This is built on exceptionally well as they go through school with outstanding progress made by the

end of the Foundation Stage, Year 2 and Year 6. By the end of Year 6 standards are exceptionally high and have been so for several years. This high rate of achievement is particularly well reflected in the excellent progress made in lessons in the Foundation Stage because of consistently outstanding and imaginative teaching. Throughout the school, pupils with learning difficulties and/or disabilities also make exceptional progress. This is because they rise to the challenge of the expectations of all pupils in their class by frequently completing the same work with very effective support. Despite the high standards attained, there is no sense of complacency or view that pupils cannot achieve more. Indeed the school improvement plan has prioritised increasing the challenge for the most able pupils. High expectations are set in all classes and all pupils are keen to meet them, resulting in the maintenance of excellent progress for all pupils.

Personal development and well-being

Grade: 1

Pupils' views very aptly capture the impact of the school's excellent work to promote high standards of personal development. As they said, 'We hope you like our school, we are very proud of it.' The spiritual, moral, social and cultural development of pupils is outstanding. The articulate and confident pupils were bursting with enjoyment and eagerness to express their views. Year 6 pupils very confidently and knowledgeably debated the advantages and disadvantages of Fair Trade to local communities. Pupils say they feel safe because their teachers are always there for them. Pupils unreservedly enjoy school. This is palpable in all lessons because of the many innovative activities they are provided with. For example, Reception children learned how to write a list by hunting for objects buried by Floppy, the dog, in the school grounds. Behaviour is outstanding at all times and pupils have excellent attitudes to learning. Attendance is consistently high and pupils arrive promptly into school. Preparation for later life is well illustrated in the financial acumen shown by the school council in the management of its small budget and actions to purchase equipment to make playtimes more enjoyable. Citizenship is well promoted via visits from the local Member of Parliament.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good with outstanding features. The features of exemplary teaching include: the excellent match of work to meet the wide age range of pupils; high levels of challenge and expectations; and the skills of the teaching assistants. There are many examples of innovative learning, for example in the wide range of art and design projects the school undertakes. The pace of learning is brisk with time limits given for pupils to complete tasks. Pupils understand what they have to learn because intentions are made clear and teachers involve pupils in assessing the extent of their own learning. The presentation of pupils' work is variable because teachers' expectations here are not always high enough. Nevertheless, pupils make excellent progress because most aspects of teaching are excellent and they are so well motivated and keen to learn. Pupils receive a lot of individual attention and regularly talk with support staff about what they need to do to improve their work. This is very effective in giving the pupils responsibility for learning.

Curriculum and other activities

Grade: 1

The curriculum provides a wealth of enjoyable and challenging learning. There is excellent provision for basic literacy, numeracy and ICT alongside recently introduced topics that help older pupils to learn about other countries. Whole school long-term planning carefully matches the curriculum to nationally recommended guidance. The school is well on its way in reviewing the curriculum to reflect recent national initiatives. Excellent use is made of external providers to enhance sport in school. A wide range of out-of-school clubs provides for all age groups, with innovative ones, such as filmmaking and ceramics proving particularly popular. Support for more able pupils is achieved via the close links with a nearby secondary school and the use of the expertise of specialist teachers.

Care, guidance and support

Grade: 1

The quality of care, guidance and support is outstanding. This is seen in the commitment shown by staff and attention to risks associated with educational visits. Arrangements for the safeguarding of pupils meet government requirements and attention to their health and safety is given a high priority. The monitoring of pupils' progress and help for those needing additional support and guidance are excellent because pupils are known so well as individuals. A system to track the academic progress of pupils year by year has been introduced recently.

Leadership and management

Grade: 1

Leadership and management are exemplary. The headteacher has, with the support and challenge of the governing body, put a programme of improvements in place that is leading to measurable progress for all pupils. Teamwork and commitment are key features of the staff. Governance is exemplary and provides an equal measure of support and challenge to the headteacher. The chairperson is well informed and committed to maintaining the high standards of teaching and learning as a priority. Monitoring and evaluation of teaching and learning are used effectively to guide improvements. The school is extremely inclusive. All pupils flourish and achieve as well as they can. Since the previous inspection, improvements to the accommodation and resources for ICT are having an excellent impact on pupils' learning. Self-evaluation, although somewhat modest, accurately identifies the school's strengths and areas for development. Recent appointments and prudent financial management mean that the school provides excellent value for money and has an excellent capacity to continue to improve.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

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?	1
How well are learners cared for, guided and supported?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Naburn CE Primary School, York, YO19 4PP

Thank you all for making my visit to your school so enjoyable. You are all very lucky to attend such an outstanding school. I would like to tell you why your school is so exceptional and what you can do to make it even better.

- Your behaviour in class and around school is excellent.
- You really enjoy learning and talked with great enthusiasm about your links with Ghana and the Fair Trade topic you have done.
- When you start school you have a brilliant time in the Reception class, especially when your learning takes place outside.
- Your teachers work very hard and make sure you know what to do when you complete the national tests in Year 6.
- Everyone takes very good care of you and does their best to make sure you are kept safe.
- Your headteacher and the governors run your school very well. They are always working hard to improve things for you.

Your teachers all work very hard at checking and marking your work and telling you how to improve, but sometimes this could be better, for example, to help you present your work better. You can help by always using your line guide and taking care with everything you do. I know you will continue to work hard in school and carry on helping each other.