

Malton Community Primary School

Inspection report

Unique Reference Number	121305
Local Authority	North Yorkshire
Inspection number	313938
Inspection dates	30–31 January 2008
Reporting inspector	Bernard Jones

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	3–11
Gender of pupils	Mixed
Number on roll	
School	295
Appropriate authority	The governing body
Chair	Mr Andre Abraham-Silas
Headteacher	Mr Mark Poole
Date of previous school inspection	22 March 2004
School address	Highfield Road Malton North Yorkshire YO17 7DB
Telephone number	01653 692582
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school, which in the past three years has experienced a significant number of changes to the teaching staff, including two new headteachers and other changes among the senior staff. The number of pupils who join or leave the school at other than the usual times is greater than average, particularly in Years 3 to 6. These pupils include a significant number of children from travelling families. The large majority of pupils come from White British backgrounds. The proportion of pupils from other ethnic backgrounds is small and the proportion speaking English as an additional language is very small. The percentage of pupils with learning difficulties and/or disabilities is higher than average, but there are few pupils with statements of special educational needs. The number of pupils entitled to a free school meal is below average. However, the school serves areas that include high levels of social disadvantage. The school has attained the Healthy Schools Standard Quality Mark.

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 school, giving satisfactory value for money. Pupils' personal development is a strength. It reflects the emphasis the school places on nurturing a sense of responsibility. Its impact is seen in the good behaviour of pupils and pupils' positive and friendly approach to visitors. Parents and pupils appreciate the stable environment of the school where pupils are taught to help each other. Another strength is seen in the pastoral care that all pupils, particularly the more vulnerable, receive so that they enjoy coming to school. Pupils' progress is now checked and charted meticulously and challenging targets are in place for all. However, the school has not yet developed its systems sufficiently so that pupils know how well they are doing and what they need to do to improve further. Parents and pupils relate how teachers work very hard and are friendly and approachable. Travellers' children and the higher than average proportion of pupils who join the school during the course of the year, are integrated well and settle in quickly. Pupils make informed choices about healthy lifestyles and by Year 6 are mature and ready to move on to secondary education.

Standards are broadly average by the end of Year 6. Most children are now entering the Nursery with attainment levels that are below expectations for their age, and a significant proportion is well below them. Achievement is satisfactory, but rates of progress are not entirely even. For example, pupils achieve well in mathematics and attain broadly average standards. However, in English, levels of attainment are below average; in particular, standards in writing are not high enough throughout the school.

The quality of teaching is satisfactory overall, resulting in pupils making satisfactory progress. There is some good teaching, but too much that ensures sound rather than good progress and fails to really engage and enthuse pupils. There are positive features that characterise all teaching. These include good planning and use of assessment to chart and check progress. Teachers manage their classes efficiently. This leads to pupils having good attitudes to their work and behaving well. The curriculum is satisfactory and is extended and enhanced by a variety of extra-curricular activities, including good use of visitors to school and visits out of school. As a result, pupils, including those with learning difficulties and/or disabilities have positive attitudes to their lessons. Good links with local schools and the community further enrich the curriculum.

Leadership and management are satisfactory. To date, this has ensured satisfactory rather than good provision, average standards and sound achievement. The new headteacher has brought a very clear vision for the school's development, based on raising achievement. A positive and highly inclusive approach has ensured that all staff are very enthusiastic about the changes needed and those already put in place. Senior staff and middle managers show the necessary attitudes and energy to take the school forward. Self-evaluation is mainly accurate. While good systems have been put in place, they are too early in their development to measure their full impact on standards. Nevertheless, the school has good capacity to improve further based on what has been done to develop the culture and managerial systems in a relatively short time.

Effectiveness of the Foundation Stage

Grade: 3

Provision in the Foundation Stage is satisfactory. Children's literacy and mathematical skills are particularly low when they start school. However, they make satisfactory progress overall,

and good progress in their personal and social skills. Children settle quickly because of the well organised induction arrangements. They enjoy the exciting mix of indoor and outdoor activities, especially playing outside in all weathers. They are keen, for example, to gather an audience to hear them sing in the outside music area, using a wide range of household instruments as accompaniment. Their personal development and good attitudes to healthy eating are fostered by being able to play in a 'snack caf,'. A well conceived scheme for introducing letters and sounds in the teaching of reading is beginning to accelerate learning, but is too early to measure the full impact on standards. Nevertheless, this represents an improved level of expectation and challenge within the unit. Planning learning linked more closely to children's interests and new systems to assess children's progress are also aspects of improved provision. These are beginning to have a positive effect, especially on children's personal development.

What the school should do to improve further

- Improve standards in English throughout the school, particularly in pupils' writing.
- Increase the proportion of good and better teaching.
- Ensure that pupils are better informed about how well they are doing and what they need to do to improve further.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Current standards at the end of Year 6 are slightly below average. Nevertheless, pupils' achievement is satisfactory. This is due to the way that teaching has improved in its assessment of pupils' attainment. As a result, the achievement of different groups has advanced well such as those with learning difficulties and/or disabilities, travellers' children and the pupils who join the school at a later time than normal. Standards at the end of Year 2 are similarly just below average, but pupils are progressing soundly. There are some pockets of good achievement, for example, in mathematics, where standards are broadly average. The school has had mixed success in improving standards in English, with results fluctuating in recent years. Standards in writing remain relatively weak throughout the school, particularly in sentence construction.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils feel safe in an environment that they say is free from bullying and racism. Pupils have a good understanding and show a good regard for adopting a healthy lifestyle by taking part in extra-curricular sporting activities and by choosing to eat healthily. They contribute well to the school through the school council and to the wider community. The school's drive to develop basic skills, combined with opportunities for collaboration and independent work give a sound preparation for success in later life. Pupils apply themselves to their studies even when teaching is somewhat lacklustre. However, under these circumstances, pupils display little enthusiasm for their learning. Parents are pleased that the school is highly inclusive, resulting in children from different backgrounds and with different needs getting along well together. However, attendance is a little below what it should be, despite the school's emphasis and hard work to improve it. Pupils show high levels of responsibility, not only by their own good behaviour, but by helping with activities, for example,

music in assembly, and helping staff at lunchtimes. Spiritual, moral, social and cultural aspects of pupils' development are all good. A strong programme for personal education incorporating, for example, visitors from other faiths and cultures ensures these aspects are positive features of pupils' life in school. Pupils have a clear sense of right and wrong.

Quality of provision

Teaching and learning

Grade: 3

Within the satisfactory quality of teaching, there are some good elements. Pupils' are generally managed well, which results in good behaviour. Relationships are good and teachers work hard to build pupils' confidence. There has been an improvement in teachers' planning and their use of assessment to help pupils learn. These have led to a greater consistency in the progress pupils are making throughout the school. Where teachers are most effective, they help pupils to understand how well they are doing and how to raise the level of their work. These lessons are characterised by a brisk, lively pace where pupils are encouraged to cooperate and share ideas and experience the benefits of taking responsibility for their own learning. In these lessons, pupils clearly enjoy their work. Marking in exercise books is generally undertaken conscientiously, but too often fails to tell pupils what they need to do to improve further. However, even the satisfactory teaching sometimes fails to engage and excite learners to bring out the best in them. For example, pupils are not asked to explain their thinking or to discuss their ideas with each other.

Curriculum and other activities

Grade: 3

The curriculum is providing pupils with experiences to make their learning relevant and helping them to follow a popular motto in the school to, 'reach for the stars'. Pupils' sound progress results from an appropriate emphasis on the core skills of literacy and numeracy. It is this satisfactory effect of the curriculum on academic progress, which makes it sound overall. Pupils' experiences elsewhere are enriched in a variety of ways. Residential visits help to promote pupils' healthy lifestyle well. Extra-curricular activities provide pupils with a variety of sport, dance and musical opportunities. Visitors and visits linked to topics add much to pupils' enjoyment in learning such as Years 3, 4 and 5 pupils making parachutes with a science teacher from a local secondary school. 'I am excited about learning', a pupil said on hearing he was to take part in a 'real' Roman battle in his history lesson. Similarly, the introduction of French and Spanish gives added breadth and interest.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. All groups of pupils, including those who join school at different times in the year, receive good pastoral care. The school is a welcoming place and staff demonstrate good levels of care to ensure a safe environment. Child protection and risk assessment procedures are in place. The school works well with a variety of outside agencies to identify and support its most vulnerable pupils. A review of individual education plans for pupils with learning difficulties and/or disabilities has revitalised pupils' and parents' involvement. Academic monitoring is satisfactory. Arrangements to track and check pupils' progress and to set individual targets are now very thorough. However, the quality of advice

given to pupils about how to improve varies considerably. This area of teachers' work has been identified by the senior management as an area for development and is just beginning to show clear signs of improvement.

Leadership and management

Grade: 3

The quality of leadership and management is satisfactory. There are some strengths, most notably the clarity of vision brought by the new headteacher that puts raising pupils' achievement at the heart of the school's activities. Many of the changes he has instigated have increased ambition among staff, parents and pupils to drive up standards. Parents describe their general satisfaction with the work of the school, expressing appreciation for the loyalty and hard work of the staff. Many describe the immediate impact of the headteacher on the school as outstanding. However, it is still too early to establish the impact on achievement and the quality of teaching, which are currently satisfactory. Senior and middle managers are developing their roles well. The school's leaders know the strengths and weaknesses of the school and have a clear plan for improvement. Governors fulfil their responsibilities satisfactorily. There are good partnerships with other schools and outside agencies to support its work.

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Annex A

Inspection judgements

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

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

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?	3
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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**

Thank you all for the welcome you extended to me and my colleagues when we visited your school; we found you all to be very helpful and friendly. We judge your school to be satisfactory. We enjoyed joining you during your lessons, reading your work and talking to you. Please thank your parents and carers for all their letters and for taking the time to talk to us.

We would like to compliment you on the way you look after your school and produce the very good displays we saw around the corridors and in the classrooms. We also enjoyed your singing and the enthusiasm you show for staying healthy and fit. We like the way you take responsibility, for example, in your contribution to the work of the school council and the way you help your teachers during playtimes and lunchtimes. We were impressed by your good behaviour, both in classrooms and out and around the school. You say you like your teachers and the way they take good care of you and teach you to be safe and healthy. You can be trusted to get on with your work while your teacher helps other groups. We appreciate how well your school helps you to develop into mature young people, who get on well with each other and consider other people.

To make things even better, we have asked your headteacher and teachers to help you bring about improvements by getting you to improve your writing skills. We also would like the school to make more of the teaching like some of the best teaching we saw that led you to really enjoy your lessons. Finally, we would like you to receive more help and guidance on how well you are doing in your work and what you need to do to improve further.

I wish you all well in the future.