

Boroughbridge Primary School

Inspection report

Unique Reference Number	121382
Local Authority	North Yorkshire
Inspection number	313971
Inspection dates	9–10 July 2008
Reporting inspector	Lynne Davies

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	246
Appropriate authority	The governing body
Chair	Mr Peter Phillips
Headteacher	Mr D Roberts
Date of previous school inspection	8 November 2004
School address	York Road Boroughbridge York North Yorkshire YO51 9EB
Telephone number	01423 322208
Fax number	01423 322208

Age group	3–11
Inspection dates	9–10 July 2008
Inspection number	313971

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized school serves the town of Boroughbridge and the surrounding district. The area is broadly average in its social and economic circumstances. Most pupils are from White British backgrounds. A small number of pupils are in the early stages of learning English. The proportion of pupils entitled to free school meals is lower than average, as is the percentage of those who have learning difficulties and/or disabilities. The movement of pupils into and out of the school is higher than in most schools. A Children's Centre, opened in 2007, is attached to the school and there is extended school provision on site. The school holds a Healthy School Award, Activemark and Investors in People status.

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 with good features, principally in pupils' personal development and in the care, guidance and support they receive. The Foundation Stage is one of the school's strengths. The headteacher and staff have successfully created a caring and inclusive school where every pupil is well known and Every Child Matters. The school's mission statement encourages pupils to, 'Aim high, be happy and care for each other.'

Children settle very well into the Foundation Stage where they make good progress in a stimulating environment. Progress is satisfactory in Key Stages 1 and 2, as a result of overall satisfactory teaching. Standards in Year 6 are in line with the national average and reflect performance over the last two years.

Pupils say they feel safe and secure and are confident that staff will look after them. They respect each other, work well together and are courteous towards visitors. Pupils have a good understanding of what they need to do to keep fit and healthy and they readily take on responsibilities. Their spiritual, moral and social development is good. Although pupils have a good understanding of their own culture, they have less understanding of other cultures. This limits their preparation for citizenship in a multi-ethnic society. Pupils know their targets for improvement, but teachers' marking does not always focus on what pupils do well or on their next steps in learning. This contributes to pupils' satisfactory rather good achievement. The majority of parents support the work of the school and value, 'the strong, good relationships between school and home'. Pupils' behaviour is good overall. A very small number of pupils sometimes behave inappropriately, but the staff manage these incidents effectively so there is minimum disruption to others. Some parents expressed concerns about behaviour and a lack of communication. However, many parents said communication has greatly improved. Parents appreciate regular meetings, newsletters and a weekly 'drop in' coffee afternoon.

The school is beginning to improve the satisfactory curriculum by increasing opportunities for drama and visits out of school. A recent drama project fired pupils' imagination. It provided an opportunity for them to use and apply their speaking, acting and recording skills in an interesting and enjoyable context.

Leadership and management are satisfactory. The leadership team and governors work diligently to improve the school and do their best for pupils. Their work has resulted in good quality care and in pupils' good personal development. They have made less impact, however, in raising standards and achievement. The issue of less effective teaching in Key Stage 2, noted at the time of the last inspection, has not been fully addressed. Leaders track pupils' progress rigorously and their understanding of what needs to be done to improve standards and achievement gives the school a satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Overall, children enter the Nursery with skills typical for their age. 'Little Oaks', the Foundation Stage unit provides them with good opportunities to develop independence and children thrive in a caring and supportive environment. Outdoor provision is outstanding with a variety of exciting activities, for example, planting and harvesting lettuce. Parents think the Foundation Stage is 'fantastic' giving their children a really good start to their education. The procedures to settle children into school and the transition to full-time education are handled sensitively

so that children look forward to new challenges. There is an effective mix of tasks led by staff and activities organised to encourage independent learning. Careful planning, that accurately and sensitively reflects children's needs and interests, results in effective learning. Staff give children plenty of opportunities to acquire new skills. Sometimes, opportunities to extend the learning of very able children are missed because they are insufficiently challenged. Informal open days and regular contact with staff help parents to become involved in their children's learning. The Foundation Stage is well led and managed. Relationships are excellent; children trust adults and enjoy school. Almost all meet or exceed the expected learning goals as they enter Year 1.

What the school should do to improve further

- Make more rigorous the checks on teaching and learning in order to improve its quality in Years 1 to 6.
- Improve the quality of marking to better inform pupils of their successes and about how they might improve their work.
- Increase pupils' opportunities to learn about life in a multi-ethnic society.

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

Achievement and standards

Grade: 3

Pupils' satisfactory progress in Key Stages 1 and 2 results in them attaining broadly average standards by the end of Year 6. Standards in English in this year group are consistently higher than in mathematics and science. In Year 2, standards in reading are broadly average. Although standards in writing are below average, they are improving as a result of more opportunities for pupils to write independently and at length. Overall, pupils achieve satisfactorily. However, their rate of progress is not even throughout the school. As a result, pupils enter Year 6 with some ground to make up. Excellent teaching and learning in this class is effectively helping pupils to make up this lost ground. Pupils with learning difficulties and/or disabilities are well supported enabling them to achieve their targets. Boys' achievement has significantly lagged behind girls in Key Stage 1 in the past, but recent changes to the way the curriculum is taught are helping to bring their attainment nearer to that of girls.

Personal development and well-being

Grade: 2

Pupils develop into considerate, reflective young people. They know how to stay healthy and enjoy opportunities to take part in sport. An effective programme for personal and social education results in pupils having a good awareness of risks and developing well socially. Pupils say they feel safe at school and are well cared for. Their behaviour and attendance are good. Pupils develop self-confidence and acquire good communication skills. They are happy to make a positive contribution to the school community, taking on, for example, roles as, 'buddies' who help make playtimes run smoothly for younger pupils. They rise to new responsibilities and challenges. Year 6 pupils recently organised a mini-Olympics, which ran so well that they are now organising the school's sports day. The school council was involved in planning the new adventure playground. This is a source of great enjoyment and provides lots of exercise at playtimes.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall. Some good or better teaching results in motivated, enthusiastic learners who enjoy the interesting and exciting activities on offer. For example, the history and literacy skills of pupils in Key Stage 2 were put to good use role playing the feelings of Second World War evacuees. Their enthusiasm created a 'buzz' as they completed tasks well linked to their ability levels. Where the quality of teaching is merely satisfactory, pupils make less progress. Not all activities are as interesting and well matched to pupils' needs. This results in a slower pace of learning. There are examples of good marking that clearly show pupils what they have done well and how to improve their work. However, not all pupils benefit from this approach and teachers miss opportunities to give them clear guidance. Some teachers involve pupils in evaluating the standard of their own work, but this is not consistent practice throughout the school. Teaching assistants effectively support pupils' learning, especially those with learning difficulties and/or disabilities. Pupils and parents who speak little or no English are reassured by staff who talk to them in their own language. This helps these pupils to progress well.

Curriculum and other activities

Grade: 3

Staff have reviewed the curriculum and agreed adaptations are needed to make it relevant to pupils' varied needs and different learning styles. Changes are in the early stages of development, but pupils who recently experienced planning, rehearsing and performing, 'The Lion, the Witch and the Wardrobe' say it was, 'ace'. These exciting experiences enable pupils to be actively involved in learning and to develop and apply their new skills. Some pupils in lower Key Stage 2 express a lack of enjoyment in their learning when tasks do not require their active participation. Provision for the teaching of information and communication technology (ICT) has improved, as have pupils' skills in this subject. The work pupils have done to help the school to achieve external awards and the close links with the local high school, have improved pupils' knowledge of health issues and given them many opportunities to take part in sport. The extensive and well-planned school grounds are a particular feature of the school and make it possible for pupils to pond dip, exercise vigorously, complete arts projects and enjoy the peace of a community garden. Trips, residential visits, visitors and school productions are a regular part of school life and contribute well to pupils' spiritual, moral, social and cultural development.

Care, guidance and support

Grade: 2

Pupils and parents appreciate the school's good care and support. Robust and well-maintained systems are in place to ensure the safety and welfare of all pupils, staff and visitors. The appointment of a home/school links worker has been pivotal in widening parental involvement in the school and gives parents and carers access to valuable support and advice. Effective use of outside agencies ensures additional support and expertise is available when needed. The school has extended its provision to include before, after-school and wrap around care. Parents and carers appreciate this provision. Staff track pupils' progress rigorously and now set challenging targets for improvement. Most pupils know their targets. Pupils are well prepared

for a smooth transition to the next phase of their education. The new Children's Centre provides good opportunities for parents to access pre-school provision.

Leadership and management

Grade: 3

Leaders and managers at all levels have a positive impact on the quality of care and pupils' personal development. The headteacher, with good support from the senior leadership team, is working to bring about a number of school improvements. For example, improvements to the curriculum and the way in which writing is taught but these initiatives are in their infancy and the full impact cannot, as yet, be seen in raising standards. Also, strategies to improve the overall quality of teaching and learning have yet to take full effect. However, leaders now set challenging targets for pupils and check their progress regularly and rigorously. Governance is good. The headteacher provides governors with good information to enable them to do their job well. Efficient working practices help them hold the school to account. The headteacher and staff have enthusiastically embraced the Children's Centre and extended school services. Their support has helped to fully integrate these services into school life. Well-maintained buildings and grounds are a credit to the good stewardship of the headteacher, governing body and the maintenance team.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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	2
The capacity to make any necessary improvements	3

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	2
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?	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.

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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
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	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

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

Thank you for making us welcome when we visited your school. We enjoyed the time we spent with you and the opportunities we had to talk with you.

Your school provides you with a satisfactory education. You develop into confident, considerate young people who communicate your ideas and opinions well. You are well looked after and staff make sure you feel safe in school. You know how to keep fit and healthy. Children in 'Little Oaks' get off to a good start and have a wonderful outside space in which to play and learn. Some of your lessons are really interesting and you told us how much you enjoyed your recent drama project.

We have asked your teachers to make all lessons as interesting and exciting as the best so that you can all achieve well. Also, we have asked some teachers to improve their marking of your work so that you know more clearly what you have done well and how you can improve. You have a good understanding of your own British culture, but have fewer opportunities to learn about others. We would like you to find out more about them.

I hope you all enjoy the last weeks of this term and come back to school refreshed in the new school year. Good luck to the Year 6 pupils who are moving to their new school. I hope they all enjoyed their induction visits.