

St Mary's Market Weighton, Roman Catholic Primary School

Inspection report

Unique Reference Number	118033
Local Authority	East Riding of Yorkshire
Inspection number	339126
Inspection dates	5–6 October 2009
Reporting inspector	Kathleen Yates

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Canon G Cox
Headteacher	Mrs Angela Kelly
Date of previous school inspection	7 February 2007
School address	Sancton Road Market Weighton York YO43 3DB
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons. They held meetings with the headteacher, governors, staff and groups of pupils. They observed the school's work, two whole-school assemblies and looked at a range of school documentation including policies and procedures, the school improvement plan, minutes of meetings of the governing body, pupils' current work and assessment information. Forty four parental questionnaires were returned and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the Early Years Foundation Stage
- the effectiveness of provision in supporting all pupils to demonstrate good outcomes in all areas of the Every Child Matters agenda
- how well the school evaluates its work so that it has an accurate view of teaching and the school's effectiveness.

Information about the school

Pupils who attend this small primary school come from the town of Market Weighton or travel from villages further afield. The proportion of pupils with special educational needs and/or disabilities is higher than average. A small, but growing number of pupils speak English as an additional language. The proportion of pupils who are entitled to free school meals is lower than average. Pupils are taught in mixed-age classes. The school makes provision for the Early Years Foundation Stage. These children are taught in the same class as pupils in Year 1. The school has been accredited with the Healthy Schools award, the Activemark and the Eco award

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The headteacher and her dedicated team ensure that all pupils, their parents and the community are given a very warm welcome in this highly inclusive school, where the care, guidance and support are outstanding. Because, 'the door is always open', parents are kept very well informed about all aspects of their children's well-being and development. Effective partnerships with outside agencies enhance the school's provision. In such a setting all pupils flourish so that their behaviour and personal development are outstanding. Leaders and managers are rightly keen to improve the outcomes and teaching and learning for pupils. Their sound efforts mean that the school has a satisfactory capacity for sustained improvement and provides satisfactory value for money.

The good quality of provision in the Early Years Foundation Stage ensures children leave the Reception Year attaining the levels which are typically found. Many children reach higher levels. Standards attained by pupils by the time they leave Year 6 are broadly average. The exception to this is in writing where the standards are below average. The school acknowledges that there is work to do in tackling this weakness and already has plans to redress this. All pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language make satisfactory progress. Overall, achievement is satisfactory, and this is why the overall effectiveness of the school is judged to be satisfactory.

Teaching and learning and the use of assessment to support learning are satisfactory. There is a good climate for learning. Staff have recently received training on assessing pupils' progress. They have yet to use the information gained to set consistently challenging work, especially for the more able pupils so that they reach the higher levels of which they are capable. On occasions, introductions to lessons go on for too long, so that the pace of learning slows and there is not enough opportunity for pupils to develop independent learning skills. Everyone in the school is proud of the school environment which is used well to enhance the good curriculum. Many visits and visitors to the school make learning come alive. Parents and pupils are very appreciative of the excellent range and take up of activities which take place at lunchtime and after school. Staff are aware that the curriculum now needs to focus more specifically on developing pupils' writing skills.

Leadership, management and governance are satisfactory. The headteacher provides inspirational leadership and this view is echoed by all adults and parents. The governing body works tirelessly to ensure that the school environment is inviting and maintained to a high standard. In its current state, the school improvement plan does not identify the main priorities with sufficient clarity, nor how success criteria are to be evaluated.

Subject leaders have adequate knowledge of the areas they lead but have yet to become fully effective in monitoring and evaluating the quality of teaching and most especially the progress pupils make in their learning.

What does the school need to do to improve further?

- Give priority to raising standards in writing throughout the school, by placing greater emphasis in lessons on identifying precisely which skills pupils are to learn.
- Ensure a higher proportion of teaching and learning is good by:
 - injecting greater pace into lessons
 - providing tasks which encourage pupils to become more independent learners
 - ensuring additional challenge is set for the more able pupils by using the information gained from assessments to set well focused targets, written in such a way that pupils are very clear about how to improve their work.
- Make leadership and management more rigorous by:
 - sharpening the success criteria in the school improvement plan so that they are clearly measurable and challenging
 - improving the checking of teaching and learning, focusing particularly on the progress pupils make in their learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

In the most recent tests at the end of Year 2, standards were above average. This is an improvement on the previous four years where they were broadly average. They were highest in mathematics and reading and closer to average in writing, where the proportion of pupils attaining the higher level was below the national picture. Over the last five years, standards in English, mathematics and science at the end of Year 6 have been broadly average. Key factors in the slight fluctuation of results from year-to-year are the variations in the attainment of pupils on entry and the small size of the cohorts where each pupil represents a high percentage. In the most recent results in 2009, where over half of the small cohort had special educational needs and/or difficulties, the standards attained in science were a marked improvement on previous years. The high emphasis placed on the development of pupils' investigative skills has borne fruit. Standards were lowest in English. The school recognises there is a need to tackle weaknesses in writing for all pupils, especially the more able so that they make the progress of which they are capable. Pupils in the current year group are on course to reach the targets set for them.

All pupils, including those with special educational needs and/or learning difficulties and those who speak English as an additional language make satisfactory progress from their starting points. On occasions, the progress pupils make is good, especially when

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they receive additional support, which the school is very active in seeking.

Pupils enjoy coming to school very much and this is reflected in their above average attendance. Pupils have an excellent understanding of how to keep themselves safe from harm and are unanimous in expressing the view that they feel safe in school. Their road safety skills are highly developed and these are assisted by pedestrian training and cycling proficiency tests. The school's evaluation of spiritual, moral, social and cultural development as outstanding is accurate. Behaviour is exemplary: pupils are extremely polite, friendly and very respectful to one another. The new lunchtime arrangements where children serve one another works so well because pupils care deeply for one another. Pupils have a very good understanding of religions and cultures different from their own.

Pupils adopt healthy lifestyles and have an excellent understanding of healthy diets and how to keep fit through regular exercise. Lunchtime staff are trained to encourage playtime games and pupils thoroughly enjoy participating in the range of opportunities in the well resourced and attractive school grounds.

The school is at the heart of the community and pupils develop into responsible citizens; they are very proud of and committed in their resolve to making improvements to the school and in the wider community. They take on duties enthusiastically and the Eco committee's contribution to the Litter Pick Community Challenge is highly valued. Pupils get involved in many activities such as working in the school's vegetable garden. They are committed to raising funds, to recycling and to sending gifts such as used textbooks to their partner school in Ghana. By the time pupils leave the school they are very aware of what is right and what is wrong and have a strong sense of pride in their own identity in the community. Their average attainment in basic skills of literacy and numeracy and their need to develop more independence in learning means that pupils are prepared adequately for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is satisfactory and leads to pupils making the expected progress in their learning. Teachers have secure subject knowledge and in all lessons staff and pupils enjoy superb relationships so that pupils are willing learners. Teachers' understanding of the use of assessment to support learning is developing. It has yet to have a consistent impact on planning for all lessons to have sufficient challenge especially for the more able pupils. Often lessons get off to a brisk start and capture pupils' interests, but frequently the pace slows because activities are too teacher directed and there is not enough promotion of independent learning skills to enable pupils to make better progress. Teaching assistants are actively involved in pupils' learning and sensitively and unobtrusively move around classrooms offering support and motivating those who struggle. The use of marking and target-setting to involve pupils fully in having a clear understanding of what they need to do to improve is inconsistent. The best lessons are typified by short sharp and focused activities where there is a high level of active participation from pupils.

The school's curriculum provides well-organised, imaginative and effective opportunities for learning and a broad range of experiences which contribute well to pupils' development and well-being. Assemblies provide an excellent forum for pupils' spiritual development and incorporate drama, history and geography as well as promoting religious education. Visiting specialists, for example, sports coaches, deliver high quality lessons which help pupils to gain the skills associated with contact and non-contact sports. They also provide school staff with excellent opportunities for professional development. Good attention is paid to aspects of social and emotional aspects of learning and there are excellent partnerships with the schools to which pupils transfer. Regular visits from the police, fire and health services ensure pupils are very aware of what constitute safe and unsafe practices. The school recognises there has been insufficient emphasis on promoting precise skills to enable pupils to become more proficient in writing for different purposes. In particular, the school is aware of the need to place a higher emphasis on the development of spelling skills and pupils' independent use of dictionaries and other research skills.

Enrichment opportunities provide very well for the wide ranging interests of different groups of pupils. As well as close involvement with other schools in inter-schools sports and the engagement of visiting specialists for music, pupils also benefit from weekly

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

lessons in both French and Spanish. Parents of children from other nationalities have been into school and this increases pupils' understanding of other cultures.

Care guidance and support are outstanding and are deeply embedded in the ethos of the school. Pupils who have special educational needs and/or learning difficulties and those who have recently arrived in this country and who speak English as an additional language are very well supported by adults and by their peers. All pupils are confident that they have an adult to turn to if they have any concerns and that they will be dealt with swiftly.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Parents, pupils, staff, the governing body and the community wholeheartedly agree that at the heart of the school is the steadfast leadership of the headteacher. She is the only senior manager and carries a heavy load of responsibility. She is well supported by all staff, the governing body and the parents. This is particularly evident at the present time, while the post of secretary remains vacant. Nevertheless, the school runs smoothly because of this excellent teamwork. The promotion of equal opportunities to ensure no one is discriminated against is good. Governance is satisfactory. The governing body ensure safeguarding requirements are met and the school provides a secure environment for learning. They monitor attendance rates, ensure resources are in good order and that the premises are well maintained and that the budget is wisely spent. They have yet to take a more active role in monitoring and evaluating the standards pupils achieve. This task is hampered by the lack of a sharply focused school development plan to assist them in measuring success criteria.

The leadership and management of teaching and learning and the effectiveness of leaders and managers in embedding ambition and driving improvement are satisfactory. Self-evaluation is accurate. The school has been successful in seeking outside support to raise attainment in science, which was an area of weakness at the time of the last inspection. Teachers' understanding of how to deliver science and mathematics through challenges and investigative approaches has improved. The school leaders are clear as to the need now to raise standards in writing including spelling. Subject leaders are keen to develop their skills to become more effective and active in monitoring the quality of pupils' learning. For many years the school has been very active in promoting community cohesion, with the result that pupils from different backgrounds get on very

well with each other. The school engages extremely well with a range of community groups beyond the school and the immediate community. Displays around the school demonstrate that the school is very actively involved in promoting community cohesion and the school evaluates this work rigorously in order to build on its many strengths.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a flying start in the Early Years Foundation Stage where relationships are excellent. Leadership and management are focussed on helping all children to make good progress in their learning and development and in promoting their welfare. Attainment on entry varies but it is generally broadly average. Induction procedures are comprehensive so that parents are very happy that their children are entering an environment which is safe, secure and well resourced. Adults consistently give the highest priority to safeguarding all children. Staff are highly skilled and provide exemplary role models for the children. Consequently, routines are firmly established and children quickly rise to the high expectations that staff set for them. Staff take time to get to know children's interests and provide activities which cater for their tastes. There is planned and purposeful play and exploration both inside and outside with just the right balance of adult led and child selected activities that foster active learning. Assessment is regularly carried out and helps all adults to identify what is required to move children on to the next steps in learning. Staff are developing their systems to record and measure the progress pupils make. Achievement is good so that by the end of their time in the Early Years Foundation Stage, most children reach the expected levels and many children exceed them in all areas of learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who responded to the questionnaire were extremely positive in their views. The views of staff and pupils were also very positive and inspectors agree with all those who took part in the survey that the school provides a very caring and happy ethos for children's learning. A very small number of concerns were raised but the inspectors found no evidence to support them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Market Weighton, Roman Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 44 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	77	18	20	2	2	0	0
The school keeps my child safe	72	82	16	18	0	0	0	0
The school informs me about my child's progress	36	41	46	53	4	5	0	0
My child is making enough progress at this school	48	55	40	45	0	0	0	0
The teaching is good at this school	58	66	30	34	0	0	0	0
The school helps me to support my child's learning	50	57	36	41	0	0	0	0
The school helps my child to have a healthy lifestyle	68	77	20	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	74	18	21	0	0	0	0
The school meets my child's particular needs	52	60	30	35	2	2	0	0
The school deals effectively with unacceptable behaviour	56	67	20	24	2	2	0	0
The school takes account of my suggestions and concerns	46	53	36	42	2	2	0	0
The school is led and managed effectively	68	77	20	23	0	0	0	0
Overall, I am happy with my child's experience at this school	66	76	20	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of St Mary's Market Weighton, Roman Catholic Primary School, Market Weighton YO43 3DB

On behalf of the team thank you for making us so welcome on our visit. We very much enjoyed listening to your views and it was clear to us why you are so happy at this school. We found your school to be satisfactory. This letter is to share our findings with you.

We found that all the adults look after you extremely well and ensure that everyone of you is highly valued. Your parents are very happy with all the school offers and we agree with their views that you behave extremely well and have very good attitudes to learning. You are a credit to your school and your parents. Most of all you are a credit to yourselves! Your attendance is above average. Please keep it up! You are very aware of how important it is to look after your local environment and you are always busy thinking of ways to help those in far away countries who have far less than you. You take every opportunity to keep yourselves fit, healthy and safe and work very well together. Staff provide you with interesting lessons, where you use the outside environment as often as possible, and visiting teachers share with you their expertise in sports coaching and in music. Those of you in the Early Years Foundation Stage make good progress in your learning.

There are some areas which we think could be improved. These include the standards you reach in writing, especially for those of you who find this easy. We have also asked the school to make sure a higher proportion of teaching is good. Thorough checks are going to be made on precisely how well you are doing in your daily learning. Teachers will then share with you, in words that you understand, exactly what it is you need to do to improve. Finally, we have asked the school to draw up detailed plans which show how these areas are to improve, so that regular checks can be made to help you all to make good progress in your learning.

We know you will do all you can to help to make the school even better than it is now, so that by the time another inspector comes your writing might well be an area to celebrate, too. We wish you every success for the future.

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