

North Duffield Community Primary School

Inspection report

Unique Reference Number	121455
Local Authority	North Yorkshire
Inspection number	339941
Inspection dates	3–4 February 2010
Reporting inspector	Carmen Markham

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Mr John Taunton
Headteacher	Mrs E Ward
Date of previous school inspection	1 November 2006
School address	Broadmanor North Duffield Selby YO8 5RZ
Telephone number	01757 288487
Fax number	01757 288487
Email address	admin@northduffield.n-yorks.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed each of the five teachers who work in the school and visited seven lessons. They held meetings with governors, staff, groups of pupils and parents. They spent 70% of their time looking at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff and groups of pupils, and spoke informally to some parents. They observed the school's work, and looked at the school improvement plan, school policies and details of the progress made by pupils. The 88 questionnaires returned by parents and carers were also scrutinised.

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

- the standards attained by pupils and their progress particularly in relation to attaining the higher Level 5 at the end of Year 6
- the performance of girls in relation to the performance of boys in the school
- the quality of provision in school
- the quality of the school's evaluation of its performance.

Information about the school

This small school draws most of its pupils from the immediate village locality. The percentage of pupils known to be eligible for free school meals is well below the national average. Almost all are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is well below the national average. After the Reception Year, most pupils are organised into mixed-age classes. The school holds a number of awards, including the Healthy Schools Award, Arts Mark Gold, the Basic Skills Quality Mark and it is a leading school for inclusion in North Yorkshire.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

North Duffield Primary is an outstanding school. It was judged outstanding in its previous inspection and has continued to improve because of the ambition, energy and drive of its leaders, staff and governors to ensure that all pupils can succeed. This is achieved by staff recognising the unique needs of every pupil and ensuring that care and learning opportunities are tailored to meet those needs. This ensures that pupils are confident, independent learners who are proud of their achievements. Their behaviour is outstanding.

By the end of Year 6 pupils attain standards significantly above the national average and achievement is outstanding throughout the school. Attainment in English mathematics and science is high. The development of an excellent, rich, creative curriculum that develops and applies basic skills very effectively, together with exceptionally skilled teaching, ensures the success of pupils. Pupils have developed an understanding of how learning takes place and are very active in taking responsibility for their own learning. Excellent systems to track the progress of pupils are a very important part of this process. These ensure that pupils requiring additional support are quickly identified. Pupils' excellent understanding of their own performance, and what they need to do to improve their work, has made an important contribution to maintaining high standards. The school takes excellent care of its pupils and they feel extremely safe in school. Pupils are very responsible members of the school, local and global communities. The school has made a good start to building links with different communities, but pupils do not yet have sufficient opportunities to fully experience for themselves the similarities between themselves and people from other backgrounds.

Rigorous self-evaluation has enabled the school to build on its strengths and to address areas for development. Since the previous inspection, both the development of the curriculum and the work undertaken to ensure that learning is at the heart of the school have enabled pupils to develop a love of learning and a respect for themselves and others. This illustrates the school's outstanding capacity for further sustained improvement.

What does the school need to do to improve further?

- Improve provision for community cohesion by:
 - increasing opportunities for pupils to work with children from communities that are very different to their own
 - extending existing links with other global communities.

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Outcomes for individuals and groups of pupils

1

Pupils have very positive attitudes to learning. Many willingly volunteer to talk about their love of learning and explain that they enjoy learning as it is so much fun. They appreciate the importance of learning objectives and success criteria and often write their own for a lesson. They understand how their work is marked and monitored and how targets help them to succeed. They demonstrate their independence by readily making use of information from displays and they value books as a source of knowledge and understanding. All pupils regardless of their gender, ethnicity or special educational needs and/or disabilities make excellent progress as they are all helped to become independent and confident learners. Children start the Reception Class with knowledge and skills that exceed age-related expectations. They make excellent progress throughout their journey through school so that by the end of Year 6 they attain standards that are significantly above the national average. There is very little difference between their performance in English, mathematics and science over time. School data and pupils' work clearly demonstrate that pupils regularly exceed their targets, with some pupils moving from Level 2 at the end of Year 2 to the higher Level 5 at the end of Year 6.

Pupils develop outstanding moral and social skills. They take excellent care of each other and are proud of their responsibilities in school, for example acting as librarians and gardeners. The school and eco councils are very active and give pupils a strong voice in school improvement. Pupils take full advantage of the exceptional opportunities for them to be involved with local industries and residential visits, allowing them to apply their basic skills in an excellent work-related environment. Pupils are seldom absent unless ill and attendance is above average. They are very responsible in relation to their own safety and that of others. They are entirely confident that any concerns are dealt with swiftly by staff. They make consistently healthy choices and are very reflective about themselves, their work and their community. Pupils make an outstanding contribution to the local community. Their skills in music and the arts underpin their success in singing and entertaining others locally. Pupils also work hard to fund raise for local and global initiatives and are strongly opposed to any form of discrimination. Pupils are mature, happy, responsible young people who make a real difference to their community.

These are the grades for pupils' outcomes

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

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The highly skilled teachers and teaching assistants know how to help pupils to learn very effectively and ensure that the experience is fun. Teachers make excellent use of assessment information to plan lessons and to track the progress of every pupil. This ensures that all pupils work at an appropriate and challenging level during lessons and that support sessions are introduced quickly when difficulties arise. All pupils are challenged and achieve very well in relation to their abilities. Relationships are excellent and expectations are very high. The excellent use of information and communication technology by teachers enables pupils to discuss individual pieces of work as a class and for ideas to be easily visualised.

The quality of the curriculum provides teachers with exciting themes and materials to engross pupils in their learning. It also enables pupils to practise the application of new skills in a range of situations. In one lesson on adjectives, watercolour painting allowed pupils to interpret adjectives relating to a dragon into a real picture of their imagined ideas. The curriculum does much to develop thinking skills while developing basic skills like reading. Stereotypes of a wicked wolf or evil dragon were challenged in lessons when pupils were asked to think about what a good wolf or dragon would be like. Music and art are vital to the life of the school. All pupils have the opportunity to learn an instrument at some point in the school and beautiful singing can be heard during the most of the day. This contributes well to a harmonious and happy community that is enhanced by colourful and interesting creative work. There is outstanding provision for personal, social and health education and this is enhanced further by enrichment activities and the very well attended clubs. These do much to promote sport and cultural

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development in relation to the arts, food technology and learning French.

Pupils are exceptionally well cared for and supported in school and arrangements for child protection are rigorous. Parents and carers are valued as important partners in helping their child to succeed and the school provides many opportunities for them to learn how to do this, as in the teaching of phonics. Parents and carers are very appreciative of the help and support that the parent-school link worker provides and this often prevents a situation from escalating into something more serious. 'Worry boxes' in school are also used very effectively to provide a speedy and thoughtful response to pupils' concerns. The progress of vulnerable pupils and those with additional needs is monitored very closely. Teaching assistants are specialists in specific areas like support strategies and their expertise is used very effectively to meet individual pupils' needs. Additionally, a wide range of professionals and external agencies work closely with the school to enhance the support for specific pupils. Transition arrangements are detailed and tailored to the needs of pupils. Attendance is very well managed.

These are the grades for the quality of provision

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

How effective are leadership and management?

All staff form a very strong team, united by a vision of the school as an inclusive family where honesty and respect are paramount. Together with the governors they share the responsibility for the delivery of this vision. All are fiercely proud of the school and work together to ensure success for their pupils. They are fully involved in the very effective evaluation of the school's performance and in planning actions to address identified priorities. Improvements to the curriculum and the very impressive strategies to develop learning are a tribute to the drive and determination of all staff and governors. The school values all its members and ensures that all pupils can benefit from every aspect of provision as evidenced in the outstanding progress made by each individual. The school's provision for community cohesion is good as pupils do experience a range of communities, for example written links with and fundraising for a school in Tanzania. However, there are currently too few opportunities for them to work with different communities and experience what it really feels like to live and work somewhere else. Governors ensure that they fulfil their statutory duties highly effectively, including those related to safeguarding. They are currently working hard on ways to tighten further the existing good procedures.

These are the grades for leadership and management

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

Please turn to the glossary for a description of the grades and inspection terms

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

Early Years Foundation Stage

Children enter the Reception class with skills and knowledge that exceed age-related expectations. They make excellent progress in their learning in the Early Years Foundation Stage because of outstanding teaching and excellent use of planning and resources, including visitors. This means that when they leave Reception, children's knowledge and abilities are above those that are expected nationally. There are particular strengths in literacy, numeracy and creative skills. Children's welfare is given a high priority. Very good induction procedures mean that children settle quickly and feel secure. Many parents are full of praise for this aspect of provision. Excellent links with parents and carers are established and maintained. Parents are taught how to help their children to develop in specific areas like reading and spelling. Children are very well behaved and they respond well to clear expectations and the appropriate use of praise from staff. A thorough approach to assessment procedures, combined with the rigorous and well documented tracking of their progress, ensures that all children are provided with activities that meet their needs. Children have plenty of opportunities to choose and direct their own activities but they also enjoy whole class lessons like aspects of literacy and working with a real scientist to produce bubble bath. The provision is very well led and managed. An accurate understanding of its strengths and weaknesses is achieved through regular discussions with staff and observations of their work.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are overwhelmingly positive about the school. Comments refer to children's good progress, the good support for pupils with special educational needs and/or disabilities and the welcoming environment. Parents and carers value the quality of leadership and management and find staff approachable, supportive and professional. A typical comment reported that: 'North Duffield has a fantastic ethos that fills children with confidence no matter what their individual strengths are. The staff have an absolute passion for being very creative in all aspects of the curriculum and somewhere find the time to fit in so many extra activities. Their dedication and professionalism is excellent.'

An extremely small minority expressed concerns about favouritism, class sizes, mixed-age classes and bullying that parents felt had not been thoroughly dealt with. The inspectors could find no evidence to substantiate these views. There is a firm anti-bullying policy in place and records shows that it is adhered to. All classes have a teaching assistant for 20 hours a week to ensure additional support in mixed-age classes and to address some concerns about larger classes. This is in addition to teaching assistants who provide one-to-one support for pupils with additional needs. The inspectors are confident that all the children's needs are met by the excellent provision that the school offers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Duffield Community 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 141 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	69	27	31	0	0	0	0
The school keeps my child safe	73	83	15	17	0	0	0	0
The school informs me about my child's progress	60	68	24	27	3	3	0	0
My child is making enough progress at this school	63	72	23	26	2	2	0	0
The teaching is good at this school	69	78	19	22	0	0	0	0
The school helps me to support my child's learning	63	72	24	27	0	0	1	1
The school helps my child to have a healthy lifestyle	61	69	25	28	2	2	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)	55	63	27	31	2	2	0	0
The school meets my child's particular needs	60	68	25	28	1	1	1	1
The school deals effectively with unacceptable behaviour	60	68	23	26	4	5	0	0
The school takes account of my suggestions and concerns	53	60	31	35	1	1	1	1
The school is led and managed effectively	74	84	11	13	2	2	0	0
Overall, I am happy with my child's experience at this school	70	80	17	19	0	0	1	1

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.



5 February 2010

Dear Pupils

Inspection of North Duffield Community Primary School, Selby, YO8 5RZ

I would like to thank you for making my colleague and me so welcome when we came to inspect your school. You were all very helpful and polite and displayed a lot of enthusiasm for your work. In particular, we must thank the pupils who gave up some of their time to talk to us about their work. The music and creative work in school is outstanding and it provides an exciting and happy atmosphere that encourages learning. We can understand why you enjoy your school.

North Duffield Primary is an outstanding school. You understand how to improve your learning and as your teachers are excellent you make outstanding progress. Your standards are very high in English, mathematics and science. You attend school regularly and your behaviour is excellent. Pupils are all very kind and considerate to each other. You are very proud of your school and value the opportunities that you have to work with visitors and pupils from other schools. You all enjoy taking responsibilities in school and many of you are involved in improving policies and plans for your school through your school and eco councils.

One of the reasons for my visit was to see how your school can improve. Therefore, I have asked your school leaders to:

- help you and the staff to work more closely with communities that are different to North Duffield so that you can learn what it is like to live and work somewhere else.

I wish you every success for the future.

Yours sincerely

Mrs Carmen Markham

Lead Inspector

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