



# Selby Community Primary School

## Inspection Report

**Unique Reference Number** 121414  
**LEA** North Yorkshire  
**Inspection number** 281009  
**Inspection dates** 23 January 2006 to 24 January 2006  
**Reporting inspector** Mr Robert Robinson CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Flaxley Road
<b>School category</b>	Community		Selby
<b>Age range of pupils</b>	3 to 11		North Yorkshire YO8 4DL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01757 702464
<b>Number on roll</b>	265	<b>Fax number</b>	01757 210348
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Kathy Fiddes
<b>Date of previous inspection</b>	6 November 2000	<b>Headteacher</b>	Mr Mark Poole

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 23 January 2006 - 24 January 2006	<b>Inspection number</b> 281009
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://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 three additional inspectors.

## **Description of the school**

This is an average-sized primary school. Almost all pupils are of white, British heritage. A small proportion of pupils are from the Travellers' community and a few pupils are learning English as an additional language. The socio-economic circumstances of the area are below average, as is attainment on entry to the nursery. The proportion of pupils with learning difficulties and/or disabilities is about average and eight pupils have statements to provide for their needs. Turnover of teachers has been very high during the past three years. In addition, instability of leadership has resulted in the school being led and managed by a succession of temporary headteachers since 2003. The current headteacher took up his appointment in September 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The effectiveness of the school is satisfactory which agrees with the school's view. The leadership and management are satisfactory, overall. The headteacher made a very detailed audit of the school on taking up his appointment and established a broad-based, capable, senior management team to assist in the necessary rapid improvements. Governors have a satisfactory understanding of the school and are beginning to hold it to account for the standards attained. These remain below average due to weaknesses in past provision but pupils are achieving satisfactorily. Teaching is satisfactory overall but too variable. The curriculum is satisfactory but literacy, numeracy and information and communication technology (ICT) skills are not developed and used sufficiently in other subjects. Enrichment of the curriculum is at an early stage of development. Provision in the Foundation Stage is satisfactory, as is the provision for the care, guidance and support of all pupils and their standards of personal development. Attendance rates are below average but improving. New systems for assessing pupils' attainment, target setting, and tracking progress are having a positive impact. Considering the many changes of headship and teachers the school has made satisfactory improvement since the last inspection. As one parent commented 'I have noticed in the past few months that there has been a vast improvement to the school, which I think is wonderful'. The commitment of the staff and the exceptional impact that the new headteacher has had in such a short time indicate that the school has good capacity to continue to improve. The school provides satisfactory value for money.

### What the school should do to improve further

The school's self evaluation recognises the areas where improvement is needed. However, the key priorities are to continue to:

- improve standards throughout the school by raising the quality of teaching and learning to good or better
- work with parents and carers to improve pupils' attendance
- help pupils to develop and apply skills in literacy, numeracy and ICT in other subjects
- enrich the curriculum to stimulate pupils' enjoyment of learning
- develop the governors' role in holding the school to account for its standards.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory though standards are below average. The school's judgement that achievement and standards are inadequate was based on the poor results in the 2005 national tests and in previous years. Since then, many initiatives have been put in place to speed up pupils' progress. Statistical evidence shows that pupils are now making rapid gains in their learning in most classes, particularly in Years 5 and 6.

Standards on entry to the nursery are below average. Children currently make satisfactory progress in the Foundation Stage but standards on entry to Year 1 have been and still are below average. Overall pupils continue to achieve satisfactorily throughout Years 1 to 6. However, progress is variable because of differences in the quality of teaching and learning. The leadership has done much to improve teaching and has eradicated most of the inadequate teaching through rigorous monitoring and training for teachers. Pupils from the Travellers' community, those learning English as an additional language and those with learning difficulties and/or disabilities make similar progress to others due to effective support from staff and outside agencies. Standards are now much closer to the national average than was the case at the end of the last academic year. Most pupils have reached or exceeded the challenging, termly, targets that are now set for them throughout the school.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development is satisfactory. Pupils feel safe; they enjoy and talk enthusiastically about the opportunities both during and after school. Pupils are appreciative of their school and spoke of how hard the staff try to make learning interesting and fun. The provision for pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are helped to make choices between right and wrong and to think well of themselves and what they can do. The pupils respond positively to the high expectations that the staff hold for good behaviour. The school's positive behaviour policy employs a well-considered range of rewards for good behaviour, which are appreciated by pupils. As a result, behaviour in school is satisfactory and contributes to the positive atmosphere found in classes. When behaviour is less than satisfactory, the school takes appropriate action and manages any situations that arise well. Pupils are aware of the need to keep safe. They have a basic understanding of healthy lifestyles, including healthy diets. The newly formed school council provides a forum for pupils to express their views and make a contribution to school life, such as ways to improve the playgrounds. Their preparation for the world of work is satisfactory. Attendance is still below average, but a range of recently implemented strategies is leading to some improvement.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. Although most lessons seen were good they varied from outstanding to inadequate. In the best lessons, teachers plan well and set clear learning objectives. They make good use of resources, particularly the new interactive whiteboards, to enhance teaching and learning. Teachers challenge pupils' thinking through good question and answer sessions and they have high expectations for pupils' learning. Pupils are well motivated and complete their tasks willingly. Teachers have particularly good rapport with the pupils and manage their

behaviour very well. This is particularly the case where teachers use classroom support effectively. In the best lessons, all pupils learn well and make good progress because their needs are met. For example, the planning of work builds on what has been learned previously. New, rigorous, target setting procedures to promote pupils' progress are becoming a strong feature of teaching and learning. Teachers set targets to help pupils understand what they are expected to attain and, through discussion, help them know what they need to do to improve. In weaker lessons, teaching methods do not sufficiently engage learners; the level of challenge is insufficient and this leads to misbehaviour, which is not always adequately managed. Marking is satisfactory, overall, though used well in English to move learning forward.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets statutory requirements. It matches the interests of all groups of pupils. Emphasis is placed on developing pupils' skills in English, mathematics and ICT. However, the skills gained in these subjects are not applied and practised sufficiently in other subjects. The practical curriculum used in nursery and Reception is being extended into Year 1 to ensure for pupils a smoother transition into the national curriculum. In line with national guidance the school has begun to seek ways to make learning more purposeful and enjoyable, although this is at an early stage of development. The recent focus on personal, social and emotional aspects of learning is having an effective impact on pupils' attitudes to work and their behaviour. Visitors and visits provide an extra dimension and enjoyment to learning, as does a good range of out-of-school activities. These include clubs for sports, ICT, science and technology as well as opportunities for pupils to learn to play recorders and become a member of the school band.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Staff treat pupils with care and respect. Relationships are good. The school is putting into place effective provision to ensure that pupils, particularly those who are vulnerable, overcome any social and emotional barriers to learning. Staff work closely with these pupils, their carers and outside agencies to ensure pupils are learning as well as they can. The support given to pupils with learning difficulties and/or disabilities is satisfactory. The school has recently implemented a very effective system to track progress. As a result, pupils are becoming increasingly aware of what they need to do to improve and are beginning to strive to reach challenging targets. The home/school support worker is working closely with parents and pupils to improve attendance. Health and safety arrangements are effective and child protection procedures are thorough and well managed by staff.

## Leadership and management

### Grade: 3

Leadership and management of the school are satisfactory, overall. The headteacher's inspirational leadership has, during his very brief tenure, transformed a school with serious problems into one where the decline in standards has been halted. Clear evidence has already emerged of rising standards and good progress. He has strengthened the senior management team's effectiveness to provide dynamic leadership at senior level. Within a positive and caring ethos, the headteacher provides a clear vision for the school's future that is linked to raising standards. This vision is shared and supported by all staff. Parental and pupil satisfaction is now high.

Self-evaluation, though recent, is a strength. Rigorously and self-critically it identifies strengths and weaknesses. The headteacher's relentless attention to detail provides an excellent role model for staff.

A knowledgeable and committed chair of governors leads the governing body. Governors now show a sound knowledge of the school's strengths and weaknesses but their understanding of their roles and responsibilities is at an early stage of development.

Exemplary systems are now in place for evaluation, monitoring and planning. Appropriate and timely action is taken to tackle weaknesses, but insufficient time has elapsed since the appointment of the headteacher to allow for changes to be fully embedded across the whole school. There are, therefore, areas where the impact of school action to share good practice and raise overall quality has not yet been totally realised. Nevertheless, all the evidence indicates that the school's capacity to improve is good.

**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](http://www.ofsted.gov.uk).**

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school:

- the quality of teaching has improved in most classes and most of you are now making good progress in your learning
- the good range of lunchtime and after-school clubs you can attend
- the way the headteacher and other senior staff are improving your school
- your parents and carers are pleased that you come to this school.

What we have asked your school to do now:

- we want you to continue to work hard to improve your standards in all subjects and for the teaching to be good or better throughout the school
- we want the teachers and other staff to continue to work together to make your learning more enjoyable and worthwhile and provide more opportunities for you to use english, mathematics and ict in other subjects
- we want those of you who do not attend school as regularly as you should to try harder
- we want the governors to find out how well you are doing.

We appreciated talking to you about your work and watching you learn, we wish you well for the future.