

Selby Community Primary School

Inspection report

Unique Reference Number	121414
Local authority	North Yorkshire
Inspection number	327481
Inspection dates	11–12 March 2009
Reporting inspector	Mr Ralph Higgs

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	208
Government funded early education provision for children aged 3 to the end of the EYFS	0
Appropriate authority	The governing body
Chair	Mrs Kathy Fiddes
Headteacher	Mr Ian Clennan
Date of previous school inspection	January 2006
School address	Flaxley Road Selby YO8 4DL
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average-size primary school draws its pupils from an urban area which has high levels of social and economic disadvantage. The proportion of pupils eligible for free school meals is double the national average. The great majority of pupils are of White British heritage but there are also small numbers from Traveller families and from Eastern Europe, several of whom are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is above average. Most children enter the school in the Nursery, which is the first year of the Early Years Foundation Stage. The headteacher was appointed in April 2008 and was joined by three new senior managers in September 2008. The school has recently gained the Healthy Schools Award and the Activemark, and has been designated a Leading School for Inclusion in its local authority.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and rapidly improving school. It has several outstanding features. Pupils make good progress in learning and develop exceptionally well as individuals. This is because of good teaching and outstanding care, guidance and support. The headteacher, staff and governing body are pulling together strongly to enhance provision and raise pupils' achievement. As a consequence, parents are very satisfied with what the school provides. They typically say that they are impressed by 'the standards of learning' and 'the staff's commitment to do their best for [their] children'.

Standards have risen substantially since the last inspection in all key stages and are now below average overall by the end of Key Stage 2. Standards are a little below average in mathematics and science but firmly below average in English. This represents good achievement from pupils' well below average starting points overall on entry to the school including in their language and communication skills, which are low on entry. The school has worked hard to improve standards of literacy and has been most successful in advancing reading standards. However, pupils' writing skills, especially those of boys, are much lower than their reading skills.

Teachers assess pupils' progress frequently and are adept at refining their lesson plans to reinforce or extend learning. Senior leaders check this assessment information rigorously and work very effectively with staff to vary the amount of support for pupils who are not meeting their learning targets. They also organise the curriculum well; it has a strong focus on basic skills and is carefully tailored to meet pupils' diverse needs. The curriculum is regularly reviewed and has a recently introduced emphasis on promoting enjoyment and creativity. However, opportunities to strengthen literacy by practising and extending these skills in subjects other than English are not established well enough throughout the school.

Teachers are enthusiastic about learning and actively collaborate to provide pupils with engaging experiences. There are many activities and clubs on offer outside the school day. As a result, pupils enjoy school a very great deal. 'It's because of the action-packed and fun-filled days,' older pupils unanimously agreed. Pupils have an excellent appreciation of the benefits of leading a healthy lifestyle and they enjoy an active interest in sport and exercise. They feel very safe and secure because of the excellent attention that all staff give to their welfare. Their behaviour is good and has much improved in the last year, as has their attendance, which is now close to the national average. Due to the great efforts of the staff and governors, the school is a harmonious community which has a positive ethos for learning.

A notable feature of the school's good leadership and management is the clarity of direction given by the headteacher, based on accurate self-evaluation. This provides a strong impetus for raising standards and is having a positive impact on the quality of care and education. Governors know the school well and play a strategic and responsible part in its development. Teachers and support staff are highly motivated and they work together very productively. The school has improved well since the last inspection and demonstrates a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to school in the Early Years Foundation Stage. They enter with skills which are, typically, well below those expected for their age, particularly the boys. Children settle quickly and develop well. By the time they leave the Reception class they have made good progress in learning. This is most evident in their communication, language and literacy skills which have risen from a low base, and in the excellent gains made in their personal, social and emotional development. Many, especially the girls, progress well although overall, levels attained are still lower than expected nationally. Teaching is good and the care taken of children, especially those with learning difficulties and/or disabilities, is outstanding. The staff team is skilled at assessing and recording children's progress and using this information to adjust the planned activities. A good balance is struck between activities led by adults and those chosen by children. Children are motivated and excited by the engaging activities that they take part in. Work is well planned to ensure good progress. If, for example, a teacher decides that resources in the Reception class are not sufficiently meeting a child's need, they will raid Year 1 resources to make sure that they do. However, outside learning activities are not always challenging enough because the provision lacks stimulating links to all areas of learning. Leadership and management are good, and ensure that the staff can effectively contribute their expertise. Parents are kept well informed of their children's progress and are encouraged to support their learning.

What the school should do to improve further

- Raise standards in writing, especially the standard of boys' writing.
- Extend the application and development of literacy skills successfully to all areas of the curriculum to raise standards further.
- Improve the quality of provision for outdoor learning in the Early Years Foundation Stage.

Achievement and standards

Grade: 2

Despite a dip in the provisional Key Stage 2 test results in 2008, over time, standards have shown a strongly upward trend in all three core subjects. They have risen from being exceptionally low to being below average over a three-year period. The school has successfully narrowed the gap with national standards, particularly in mathematics and science at the end of Key Stages 1 and 2. However, despite a large improvement, attainment in writing remains much lower than in reading compared with the national picture. Over the same period, pupils' progress has strengthened throughout the school. Even when Year 6 results fell in 2008, which was related to the very low prior attainment of the year group, the progress pupils made, especially in mathematics and science, was above average. The school sets challenging targets and both boys and girls are on track to reach them. Pupils with learning difficulties and/or disabilities achieve well. They make good progress from their starting points in response to the very well-directed and specific support they receive. Hence, the school very successfully promotes equality among its pupils.

Personal development and well-being

Grade: 1

Pupils are fiercely proud of their school and see it as a place 'that puts you on the road to better learning'. Their spiritual, moral and social development is excellent and their cultural development is good and improving. Pupils enthusiastically take on responsibilities such as being school councillors and play leaders. This is because they know their views are taken seriously by staff and they have a high degree of concern for each other's welfare. They are keen to help their school improve and their ideas have influenced provision in a number of respects. The school council has even sent a letter to parents informing them of the desirability of providing a healthy packed lunch. Pupils are extremely pleased with the excellent relationships that now exist. They report 'nobody gets told off anymore because everyone is engaged in what they are doing.' They say that bullying is no longer an issue and, 'Every day is good because it is such a happy school.' They clearly understand the importance of good attendance and the overwhelming majority come to school regularly and on time. Pupils make good progress in their basic skills and are receiving an increasing range of opportunities to develop their economic understanding.

Quality of provision

Teaching and learning

Grade: 2

Teaching is based on good planning and is well informed and accurate. Working relationships throughout the school are very positive and supportive, instilling confidence in pupils and encouraging them to want to learn. A great deal of effort is made to make learning fun and to involve pupils. Classrooms are bright, inviting, and well organised. Computers are used effectively to make learning easier and more stimulating. Teachers typically, but not always, pitch tasks at the right level for the diverse range of pupils' needs to help all of them make good progress. Teaching assistants make an important contribution to learning; they support and lead the learning of individuals and small groups well. Pupils are aware of their targets and receive generally good, and sometimes outstanding, guidance on how to do better through prompt, good-quality marking and feedback. Pupils see themselves as partners in learning with their teachers and typically say, 'Because they put in a lot of work, you know what you need to do to improve, and we try hard to do it.'

Curriculum and other activities

Grade: 2

The curriculum is good and improving. It is relevant to pupils' interests and needs and promotes their personal development very well. Changes introduced in September 2008 have strengthened links between subjects to help make learning easier and more interesting. Pupils' relatively weak literacy skills are addressed well in dedicated lessons. However, these weak skills form a barrier to learning which is not tackled strongly enough in subjects outside English to develop pupils' thinking and expression further. Pupils have good access to computers; these figure frequently in their learning and contribute well to the development of pupils' basic skills. The introduction of 'activity weeks' has deepened pupils' learning on a range of

topics. For example, 'International week' has increased their understanding of other places and cultures, and the school has plans to extend these opportunities further. The curriculum is enriched well by the use of visits to the local area and further afield, and the use of visitors to the school.

Care, guidance and support

Grade: 1

Pupils are nurtured exceptionally well by a very caring staff. There are real strengths in the provision for vulnerable pupils. For example, members of the inclusion team rigorously analyse each pupil's performance to assess if any issues are affecting an individual's progress. They subsequently work very effectively with parents and outside agencies to provide appropriate support where it is needed. Consequently, attendance figures, including the rate of persistent absence, have improved rapidly and previous high levels of exclusion have been eradicated. Robust procedures are in place to ensure pupils' safety. These meet all current statutory requirements for safeguarding and the safe recruitment of staff. Systems for assessing and tracking pupils' progress are extremely thorough and wide ranging. They are used very effectively to ensure that pupils stay on track to reach their challenging targets.

Leadership and management

Grade: 2

The leadership of the school is reflective and outward looking and takes good account of the views of pupils, parents, other stakeholders and good practice elsewhere. Good systems of performance management and well-focused training are increasing the capacity of staff at all levels to contribute effectively to improvements in the school. The teams that have been established to lead improvements are finding their feet well but there has not yet been sufficient time for their actions to take full effect. Financial management is a strength and enables the school to provide good levels of staffing to meet pupils' diverse needs and promote their academic and personal progress. The school's contribution to community cohesion is good. Governors know the community very well and play an influential part in reaching out to different groups. The school itself is a strong community with a tangible sense of pride. The school benefits very well from the excellent links it has established with the nearby children's centre, other schools and external agencies, including the local authority. For example, engagement with local special schools has improved provision for pupils with learning difficulties and/or disabilities and helped staff develop their skills in dealing with challenging behaviour by pupils.

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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?	2
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good is the overall personal development and well-being of the children in EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of the children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	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.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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



13 March 2009

Dear Pupils

Inspection of Selby Community Primary School, Selby, YO8 4DL

Thank you for the warm, friendly welcome you gave to the inspectors when we visited your school recently. The discussions we had with you and the visits we made to your lessons and to the Comic Relief assembly were really enjoyable. We found that your school provides you with a good standard of education.

You clearly enjoy school a great deal, work hard, behave well and cooperate willingly in class. The teachers and teaching assistants work really hard to help you learn well. So it is no surprise that pupils in all classes make good progress in their work. The youngest children make a really good start to their time in school and are learning lots of new things. Also, the school provides many useful and interesting things to do in class and outside lessons. The care and support that the school gives you is very impressive. Teachers keep a very careful eye on your progress and really help you to know your targets so that you can improve your work.

You are happy and safe at school. This is because you are kind to one another, follow the school rules, and the staff look out exceptionally well for you. You deserve a big 'well done!' for improving your attendance. You also know how to keep healthy and stay fit judging by the healthy choices you make at lunchtime and your energetic playtime activities. The school council is doing a really good job as are all the pupils who take on extra responsibilities.

The headteacher, staff and governors are working successfully to improve your education. However, the report I have written asks them to make some things even better, and I know you will do your best to help them. I have asked them to help you reach higher standards in your writing. The boys will have to pay special attention to this. I have also asked them to give you more chances to practise and improve your literacy skills when you are working in lessons other than English lessons. Finally, I have asked them to improve the quality of learning for the younger children when they are playing outside.

Yours faithfully

Ralph Higgs
Lead inspector