

# Camblesforth Community Primary School

Mill Lane, Camblesforth, Selby, North Yorkshire, YO8 8HW

**Inspection dates** 23–24 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Determined leadership by the headteacher, with support from the senior and subject leaders, is moving this improving school forward. Staff morale is high and everyone is focused on raising standards.
- Governors have a clear understanding of the school's needs and offer good levels of support and challenge to the headteacher.
- Teaching is good. Lessons are well planned and pupils know what they are expected to achieve.
- Teaching makes a strong contribution to the development of pupils' spiritual, moral, social and cultural development. This is a strength of the school.
- Pupils behave well. They feel safe in school and say that adults take good care of them.
- The results of the Year 1 national check on phonics (the sounds letters make) have been higher than average for the past two years.
- Standards at the end of Year 2 show a noticeable improvement. From significantly below national averages, they have improved and now match the average for reading, writing and mathematics.
- At the end of Year 6 standards in reading and writing are similar to the national average.
- Pupils make good progress in Key Stage 1 and the proportion of pupils making good progress in writing and mathematics in Key Stage 2 is high, when compared to national averages.
- Early Years provision is good because it is organised and managed well. Children thrive in a caring environment, happily learning and exploring in a richly resourced and stimulating environment.

### It is not yet an outstanding school because

- In some lessons, teaching does not provide enough challenge, particularly for the most able pupils and in mathematics.
- Teachers do not always ensure that pupils apply their knowledge of spelling to their written work.
- The role of middle leaders is not yet fully developed in the support they give to improving teaching and learning.

## Information about this inspection

- The inspector visited 11 lessons or parts of lessons, two of these jointly with the headteacher and a member of the school's leadership team.
- Pupils' work in books was scrutinised. This was done jointly with the headteacher.
- The inspector listened to pupils read.
- Meetings were held with pupils, the headteacher, other staff, the Chair of the governing body and a representative from the local authority.
- Pupils were observed moving around the school outside lessons, including on the playgrounds, during an assembly, and in the dining hall.
- The inspector met with parents at the start of the school day.
- The inspector analysed the 34 responses that had been submitted to the online questionnaire for parents, Parent View.
- The inspector scrutinised a number of documents, including: the school's view of its own performance; the school's data on pupils' attainment and progress; improvement plans; minutes of the governing body meetings; records relating to behaviour, attendance and safeguarding.
- The inspector took account of the 10 questionnaires completed by members of the school staff.

## Inspection team

Alan Chaffey, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Camblesforth Community Primary School is a much smaller than the average-sized primary school. It has five classes, including a mixed Reception and Year 1 class, and a mixed Year 5 and Year 6 class. Pupils in the Reception class attend full time.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Almost all pupils are from White British backgrounds.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium funding, is slightly below average. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- Published results for 2014 at Key Stage 2 included fewer than eleven pupils. Therefore comparison with the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics, has limited significance.
- A breakfast club is provided by the school.

### What does the school need to do to improve further?

- Further improve teaching and thereby accelerate pupils' progress and raise standards by:
  - making sure that pupils always have challenging work in mathematics that is appropriate to their abilities, especially for the most able
  - ensuring that pupils are moved on to more demanding work in mathematics when they are ready
  - providing more opportunities for pupils to complete problem-solving activities and investigation work in mathematics
  - ensuring that pupils always apply their knowledge of spelling rules to their writing.
- Further develop the role of middle leaders and increase their impact on improving teaching and learning.

## Inspection judgements

### The leadership and management are good

- The headteacher provides good leadership, with clear priorities to improve further the good quality of teaching and the achievement pupils make in all areas of the school. She has accurately identified where improvements need to be made. With support from an effective governing body, she has taken action to address areas of weakness. For example, the tracking of pupils' progress, based on secure assessments, has greatly improved, so that now teachers and leaders know exactly how well pupils are achieving.
- Middle and subject leaders are mostly new to their roles and they are developing their practice with enthusiasm. They are determined that their areas of responsibility are managed well and that standards rise. However, they need more opportunities to monitor the quality of provision and its impact on learning for the areas for which they are responsible.
- Pupils enjoy a broad and balanced curriculum which has been adapted well to incorporate the new National Curriculum. Subjects are mostly taught separately, but teachers use every opportunity to make purposeful links to other areas of the curriculum. For example, a history topic on non-European cultures led to pupils working on sculptures in art and design. Basic skills are also reinforced by such events as enterprise week, when pupils raise money to fund their school trips.
- The curriculum is enhanced by a range of after-school clubs, such as art and gardening. There are school visits to a sculpture park and a coastal town, and residentials at activity centres where pupils take part in a range of tasks such as caving, shelter-building and orienteering.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively and is a strength of the school. There is a strong emphasis on diversity and equality, which is prevalent throughout the school through displays and the work pupils do. During the inspection pupils were very keen to talk about their involvement in different pupil voice committees, such as those for children's rights and the 'eco warriors'. As a result of the excellent work the school does in these areas, discrimination is not tolerated, good relationships are formed effectively and pupils are well prepared for life in modern Britain.
- The primary school sport funding is used well to support a wide range of sports clubs, some of which are designed specifically for those pupils who are more reluctant to take part. For example, orienteering and a change-for-life club have proved to be more appealing for some pupils and as a result, participation has increased. The school has also appointed a gymnastics coach and works very closely with a PE specialist from the local secondary school to improve sports provision. As a result, pupils in the school are participating in PE and sports more and leading healthier lifestyles.
- Additional funding to support disadvantaged pupils is used well. It is helping to make sure that disadvantaged pupils across the school are making progress that is similar to that of other pupils in the school.
- The local authority has provided strong support to the school, especially during a period when the headteacher was unavoidably absent.
- Safeguarding arrangements meet requirements. Child protection training is up to date and all necessary checks on staff are carried out.
- **The governance of the school:**
  - Governors are well aware of the extent of their responsibilities and committed to supporting the headteacher in driving improvements. They have worked with the local authority to improve their skills, for example, in understanding the data relating to pupils' progress. They have put this into practice with good effect.
  - Governors understand the impact of teaching on pupils' achievement and are involved in making decisions about teachers' pay. Governors are involved in the school's self-evaluation process and the setting of plans for improvement.
  - Governors are knowledgeable about how the school's budget is used, including any additional funding, and carefully check that it is making a positive difference to pupils' progress. They ensure all statutory requirements relating to safeguarding are fully in place.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. Pupils are polite and friendly towards each other, to staff and to visitors.
- Pupils have positive attitudes towards their learning and are keen to do well. Classrooms are calm working environments where low-level disruption is uncommon.

- Pupils who have specific needs and may present challenging behaviour at times are supported very effectively by highly competent support staff.
- The school's behaviour logs show that when incidents do happen they are explored and dealt with appropriately.
- Strong provision for pupils' spiritual, moral, social and cultural development contributes to their good behaviour in lessons and around the school.
- Pupils enjoy taking on responsibilities. During the inspection, pupils were keen to talk about how they are involved in 'pupil voice' committees and the school council.
- Occasionally, when learning is not challenging enough, some pupils lose focus on their work and their learning slows.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and if they have a problem, they know they can talk to an adult who will help them solve it.
- Pupils know what bullying is and the different forms it can take. They say that bullying is rare and that teachers sort out any incidents quickly.
- Attendance for the school is improving and is currently in line with national averages.
- Although a small proportion of parents who responded to Parent View were not so confident in the way the school deals with behaviour and bullying, this was not reflected in the inspection findings. The school surveys the views of parents each year and receives a high response. An analysis of these responses shows that parents are confident that the school keeps their children safe and deals with any instances of bullying effectively.

### The quality of teaching is good

- Teachers have established good relationships with pupils. In all classrooms there is a calm and purposeful atmosphere where teachers make the most of pupils' positive attitudes to learning.
- Teaching assistants make an important and valuable contribution to small groups of pupils, and to individual pupils who have special educational needs. They work well with class teachers and competently lead some sessions, such as those on phonics, on their own.
- High quality teaching of phonics in the early years and Key Stage 1 has resulted in pupils performing higher than national averages in the Year 1 phonics check for the previous two years.
- The teaching of reading is good and pupils read regularly as part of a daily guided session, as well as for research and pleasure. Older pupils read with confidence and accuracy, and younger pupils mainly use their knowledge of phonics to help them read words they are unsure about.
- Pupils' books show that there is a strong emphasis on writing which is resulting in good progress being made across the school. From an early age, pupils have numerous opportunities to write at length and they use a good range of interesting and adventurous vocabulary. For example, in the early years/Year 1 class pupils were using similes, such as 'roar like a lion', and interesting adjectives in their writing. Occasionally pupils' spelling is not as good as it could be, because they do not use the spelling rules that they have previously learnt, such as how to use suffixes, and their knowledge of phonics effectively.
- Pupils are developing confidence and great enjoyment in their work in mathematics. Teachers plan mostly interesting activities that engage pupils in their learning. For example, during a mathematics day, pupils from each class worked on a different theme where they had to use their mathematical skills to complete a specific task. One class became owners of a wildlife park and had to calculate the food bill to feed the different types of animals.
- However, on occasions pupils are completing similar calculations successfully during mathematics lessons, but are not always challenged by more demanding work, or by applying the skills they have learnt to problem-solving activities and investigation work more regularly.
- Teachers mark pupils' work very thoroughly and provide useful comments to help them improve their work and do even better.

### The achievement of pupils is good

- Most children start in the Reception year with below typical starting points. They make good progress, but because of the small numbers leaving early years, there is considerable variation in the attainment of the

children that join Year 1. Of several that joined in 2013, some were not yet ready to start Year 1 work.

- Pupils make good progress as they move through Key Stage 1 and are now reaching standards that are in line with national averages; this shows a significant increase on 2013, when reading, writing and mathematics were all significantly below national averages.
- Owing to the consistently low numbers of pupils in Year 6, the data on the progress they make varies and is difficult to compare to national averages. Nevertheless, over the past three years progress has been similar to or above national averages in a large majority of instances for reading, writing and mathematics. For 2014, better than expected progress was above national averages for mathematics and writing.
- Standards of attainment at the end of Year 6 have also varied over this period; reading and writing have remained similar to or above national averages for the level that is expected for the pupils' age. In mathematics, standards have been average, apart from 2014, when they dipped below national averages.
- The proportion of Year 6 pupils attaining the expected level in the English grammar, punctuation and spelling test has improved, but remains below national averages. Work scrutinies during the inspection showed that pupils do not always use their knowledge of spelling rules and phonics in their writing.
- The achievement of Year 1 pupils in the national screening check for reading is above national averages. This has been the case for both 2013 and 2014.
- The proportion of the most able pupils reaching the higher levels at the end of Year 2 are below national averages in reading and writing and above in mathematics. In Year 6, the number of pupils attaining level 5 was above in writing, but below in reading and mathematics. Work scrutinies during the inspection indicated that the work pupils do in mathematics is not always demanding enough, especially for the most able.
- In the Year 6 national tests for 2014, the school had too few disadvantaged pupils to permit any reliable comparison of their progress and attainment with national figures and other pupils in the school. However, across the school these pupils make progress which is typically as good as that of other pupils.
- The school has good provision in place for pupils who have very specific needs, and the support they receive from caring and competent staff is strong. Disabled pupils and those with special educational needs make expected progress and reach good standards.

### The early years provision

is good

- Effective leadership of the early years ensures that this area is a growing strength of the school. The leader has worked closely with local nursery settings to ensure that children have a good start to school. As a result, children who started the school in 2014 now have skills that are closer to what is typical for their age.
- Most children have previously started in the Reception class with skills and knowledge below what is typical for their age, with some having particular difficulty with communication and language and personal and social development. Although in previous years not all children leaving the Reception year were ready for Year 1, currently a greater proportion are working at the level expected for their age. School assessments show that children move on at a good rate in all areas of learning.
- Teaching is good. Staff provide interesting activities that inspire children to 'have a go'. For example, following work in literacy about a bear that had lost its cave, children were engrossed in making model caves out of cardboard boxes and other materials. During this activity, adults used every opportunity to develop the children's language skills.
- The early years areas are well organised, vibrant and attractive. Safeguarding arrangements ensure that children are kept safe and secure.
- Children are happy learners, show determination with the activities they choose and share resources with others. The school's values are promoted effectively so that children learn successfully to cooperate together and behave well.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121441
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	462232

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Fenton
<b>Headteacher</b>	Mrs Maria Butler
<b>Date of previous school inspection</b>	8 May 2013
<b>Telephone number</b>	01757 618 249
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