

St Mary's Roman Catholic Primary School, Malton

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 121653 |
| Local Authority | North Yorkshire |
| Inspection number | 363944 |
| Inspection dates | 5–6 July 2011 |
| Reporting inspector | Janet Bennett |

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

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|--|--|
| 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 | 99 |
| Appropriate authority | The governing body |
| Chair | Dr Mary Connor |
| Headteacher | Mr David Harrison |
| Date of previous school inspection | 29 November 2007 |
| School address | Highfield Road Malton North Yorkshire YO17 7DB |
| Telephone number | 01653 692274 |
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Introduction

This inspection was carried out by two additional inspectors. They visited seven lessons observing four teachers and held meetings with pupils, members of the governing body and staff. They observed the school's work and looked at documents relating to the school's self-evaluation, safeguarding, tracking information, teachers' planning and assessment. They scrutinised pupils' work and analysed 50 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils' behaviour and attitudes to learning contribute to their progress in lessons.
- How effectively teachers plan for more-able pupils, particularly in mathematics.
- The extent to which guidance from staff helps pupils to improve their work.
- How well the monitoring by leaders is used to improve teaching and to ensure that new initiatives lead to improved outcomes for pupils.

Information about the school

St Mary's is a small school serving a rural town and the surrounding area. Nearly all pupils are from White British backgrounds with a small number who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of learners with special educational needs and/or disabilities is well below average but the proportion with a statement is average. The school has received a number of national awards and accreditations in recognition of the contribution staff make to developing pupils' healthy lifestyles and progress in the basic skills, and to promoting inclusion.

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

St Mary's is an outstanding school. It is extremely well led by the headteacher who is supported effectively by a team of teachers and support staff who are committed to providing care of the highest quality. The school is highly regarded by the community it serves. Parents and carers value the strong family atmosphere and the friendliness of staff in this highly inclusive school.

Children get off to an exceptionally good start in the Reception class and continue to make consistently excellent progress as they move from class to class across the school. As a result, they reach high standards by Year 6. Careful tracking and timely action ensures that those pupils requiring support receive the help they need. Consequently, all pupils achieve extremely well by the end of Key Stage 2.

Teaching is exemplary and based securely on teachers' thorough knowledge of their pupils. As a result, lessons are tailored successfully to need and build securely on prior learning. Staff use questioning very skilfully to check for understanding and use demonstration and explanation to quickly address misconceptions. Pupils' views are regularly sought and their ideas are used to inform teachers' planning. As a result, the curriculum reflects pupils' interests and provides very good opportunities for them to apply their basic skills in their learning in other subjects. Pupils take part enthusiastically in the good range of after-school clubs which contribute well to their very thorough understanding of healthy living.

Pupils say they feel extremely safe in school because they trust in adults to care for them and leaders give the highest priority to their safeguarding and well-being. Staff are quick to identify those pupils who may be vulnerable due to their circumstances and the whole staff team provides a strong supportive network for pupils and their families when help is needed.

Behaviour is outstanding. Pupils are very polite, respectful and show a high level of maturity in lessons. The personal skills and positive attitudes pupils acquire contribute very well to their learning and to their preparation for the future. They have a strong moral code and a good understanding of faiths that differ from their own; however, their understanding of differing cultures is less well developed. Pupils raise significant funds for charities and understand how this improves the lives of others. They make a strong contribution to the day-to-day life of the school but have fewer opportunities to contribute to improving the local area.

Leadership and governance are very strong. Self-evaluation is rigorous and accurate and there is a shared determination to promote continuous improvement. The commitment to staff training and to evaluating and embedding new ways of working ensure that the school has outstanding capacity to build further upon its successes.

What does the school need to do to improve further?

- Make greater use of links with the community and other schools in order to:
 - provide more opportunities for pupils to contribute to improving the community beyond the school
 - extend further pupils' understanding of cultures that differ from their own.

Outcomes for individuals and groups of pupils

1

Pupils demonstrate excellent attitudes to their learning in lessons. They listen attentively, ask questions for clarification and are keen to learn with and from others. Pupils reflect sensibly on the feedback they receive from staff and act upon this guidance in order to improve their work. They are keen to find out about the world around them, posing very pertinent questions which teachers use well to plan relevant opportunities for learning. Pupils reflect sensitively upon their own skills and achievements as well as those of others. Recent work stimulated by the theme of 'holy spirit' illustrates their ability to explore the non-tangible aspects of belief and faith.

Pupils say they enjoy school very much. They appreciate the visits that teachers plan and value the opportunities to learn through investigation and first- hand experiences.

Children's attainment on entry to school is broadly average but often weaker in writing and in linking sounds and letters. Pupils make outstanding progress from their respective starting points and attain high standards by Year 6. This is reflected in the test results achieved by pupils over a number of years. Recent action by leaders to improve teaching and learning in mathematics is proving successful and has further strengthened the progress made by pupils in this subject. Careful tracking is used to identify those pupils needing extra support and help is tailored well to their needs. This ensures that all pupils, irrespective of their backgrounds and including those with special educational needs and/or disabilities, achieve exceptionally well.

Pupils understand exceptionally well how to live healthy lives. They engage enthusiastically in a range of sporting and physical activities such as the after-school cheerleading club. The school council contribute well to the life of the school by identifying ways in which provision can be improved. They are particularly proud of the vegetable garden they have developed and eagerly await the opportunity to harvest the produce they have grown. Attendance is above average. Pupils' well- developed basic skills and excellent ability to work in teams and solve real-life problems ensure that they are prepared exceptionally well for future learning and citizenship.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 1 |
| Taking into account: | 1 |
| 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 | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 1 |
| Taking into account: | 2 |
| Pupils' attendance ¹ | |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

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

How effective is the provision?

Trusting relationships and regular opportunities for pupils to apply skills in real-life contexts are strong features of the outstanding teaching which inspire pupils to work together to exceptionally good effect. Training for staff has improved the use of problem solving and investigation in mathematics and a wider range of resources is ensuring that teaching is consistently well matched to the needs of more-able pupils in this subject. Marking and feedback to pupils accurately identify the next steps they need to take to improve their learning. Strong relationships promote an extremely positive climate for learning in classrooms; therefore, pupils are very confident to ask for help or clarification when it is needed. Support staff are trained thoroughly and are well-informed through clear and regular communication with class teachers. They make a significant contribution to pupils' learning in lessons and to the inclusion of all pupils in the broader life of the school.

The inspiring curriculum provides pupils with a multitude of experiences that extend their horizons. Subjects are linked creatively so that learning is purposeful and enables basic skills to be extended in a range of subjects. Activities are closely matched to the learning needs of pupils and ensure that their basic skills are built upon sequentially. Pupils whose progress slows are quickly identified and support is promptly put into place to get them back on track to achieve the targets set for them. Many opportunities are planned through visits and visitors for pupils to learn at first hand from professionals and specialists. They learn enterprise skills by organising imaginative fundraising events. During the inspection the youngest children were planning a sale of their art from the gallery they had created.

Parents appreciate the high levels of care their children receive. Conscientious planning ensures that children settle quickly into school and older pupils appreciate the programme of visits that prepare them well for transition to secondary school. Cultural differences are respected and celebrated, ensuring that all pupils and their families feel welcome in school and are included in every aspect of its work. Recent action to improve attendance has been most successful because of the strong support that the school has received from parents. Regular information through texts and newsletters ensures that families can take full advantage of all the school has to offer.

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?

Systems for evaluating the school's performance are rigorously implemented and timely action is taken to address any areas of under-performance. Targets are challenging and exceeded. The views of pupils, parents and carers are regularly sought and acted upon in order to ensure that the school's many strengths continue to be built upon. The governing body makes an outstanding contribution to the school's success. It is fully involved in its work and has a detailed understanding of its strengths as well as the aspects that could be further improved. The governors, headteacher and staff work together very well, sharing a determination to provide 'the very best' for every pupil. Equality of opportunity is outstanding because the progress of differing groups of learners is carefully tracked so that any evidence of inequality is identified and swiftly tackled. Safeguarding pupils is given the highest priority. Policies and procedures are very clear and well understood. Regular monitoring by governors ensures that they are rigorously implemented and discussions with pupils are used to check that the processes in place contribute positively to pupils' safety and well-being.

There are very good systems in place for sharing information with parents and involving them in their children's learning. Strong links with other schools, professionals and organisations make a significant contribution to the professional development of staff. They also enhance opportunities for pupils' learning and ensure that pupils who may be vulnerable due to their circumstances receive the specialist help they need. The school community is highly inclusive because of the respect and value shown to every child and their family. A detailed audit of the broader contribution to community cohesion has been carried out and, as a result, links with other schools, both nationally and globally, have been established in order to further strengthen this aspect of the school's work. The extent to which these partnerships are contributing to pupils' learning and development is still at an early stage of development.

These are the grades for leadership and management

| | |
|--|----------|
| 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 | 1 |
| 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

Provision for the youngest children in school is exemplary. Staff are highly skilled practitioners who understand how young children learn and develop. They intervene very sensitively in children's play to challenge and extend learning. Demonstration, questioning and explanation are used exceptionally well and the enthusiasm that staff have for 'finding out' is infectious. As a result, children become interested, creative and motivated learners who make outstanding progress in all aspects of their development. Partnerships with parents and carers are particularly strong. Information is regularly shared so that children's interests at home are built upon in school and vice versa.

Observations of children's play and learning are used very well to identify what children can do and what they need to learn next. The progress they make is monitored closely so that those needing extra support receive the help that they need to accelerate their learning. Leadership is highly effective. All staff are open to new ideas and ways of working. This is reflected in the exemplary systems for recording children's learning which have been further developed as a result of ideas gleaned from training and partnership working. There is a shared determination to ensure that every child achieves as well as they possibly can; therefore, provision is continually evaluated so that successes are built upon.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | 1 |
| 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

A high proportion of parents and carers made comment about the school's performance by completing questionnaires. Those who did respond were very positive about the work of the school, in particular the school's strong family ethos, the effective leadership of the headteacher and the extent to which all staff are caring and approachable. Governors are currently seeking the views of parents and carers regarding end-of-school-day arrangements. Evidence from the inspection indicates that the systems for doing this are robust and that the views of stakeholders are considered very carefully in decision-making processes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Mary's Roman Catholic Primary School, Malton 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 inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 99 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|--------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 38 | 76 | 12 | 24 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 37 | 74 | 13 | 26 | 0 | 0 | 0 | 0 |

| | | | | | | | | |
|---|----|----|----|----|---|----|---|---|
| My school informs me about my child's progress | 25 | 50 | 24 | 48 | 1 | 2 | 0 | 0 |
| My child is making enough progress at this school | 29 | 58 | 20 | 40 | 1 | 2 | 0 | 0 |
| The teaching is good at this school | 36 | 72 | 13 | 26 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 26 | 52 | 22 | 44 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 33 | 66 | 16 | 32 | 1 | 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) | 31 | 62 | 18 | 36 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 36 | 72 | 13 | 26 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 33 | 66 | 16 | 32 | 1 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 24 | 48 | 19 | 38 | 6 | 12 | 0 | 0 |
| The school is led and managed effectively | 38 | 76 | 11 | 22 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 38 | 76 | 10 | 20 | 1 | 2 | 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 all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



7 July 2011

Dear Pupils

Inspection of St Mary's Roman Catholic Primary School, Malton, YO17 7DB

Thank you for being so friendly and helpful when we inspected your school. We were particularly impressed with your excellent behaviour and how well you work together to help your learning. You said that you enjoyed school very much and we can understand why from seeing all of the interesting things you do in lessons and after school. You told us that you feel extremely safe and we saw how well all of the adults work together to care for you and to ensure that you receive the help that you need. Your teachers are very good at asking questions to find out if you understand what you are learning and demonstrate new ideas clearly so that you can be successful. We think this helps you to make outstanding progress and to reach high standards in your work by the time you leave at the end of Year 6. We were also impressed by your very good understanding of healthy lifestyles and how well you participate in after-school activities.

St Mary's is an outstanding school. These are some of the positive things we found.

- Children in the Reception class make exceptionally good progress because the adults who work with them understand how to help young children to learn.
- Staff listen carefully to your views and ideas and use them to improve your school and to plan lessons that are interesting.
- You contribute well to improving the lives of others through your fundraising events.
- Your headteacher and the people who work with him continually try to make your school even better by reflecting on what is working well and by trying out new ideas.

We think that it would be good if you could use the links that you have with the local community and other schools to help you to learn even more about the lives of other people and to bring about improvements to your local area. We have asked your headteacher to help this to happen. We hope that you continue to enjoy your learning and wish you every success in the future.

Yours sincerely

Janet Bennett

Lead inspector

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