

Marton-Cum-Grafton Church of England Voluntary Aided Primary School

Reas Lane, Marton-Cum-Grafton, Boroughbridge, York, North Yorkshire, YO51 9QB

Inspection dates 14–15 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding. Pupils make outstanding progress in all aspects of their learning. They are very well prepared for the next step in their education.
- Although the variety of starting points of the small number of pupils is very wide, the majority of children start school with skills and knowledge in line with those expected for their age. They make outstanding progress and the majority considerably exceed national averages by the time they leave school at the end of Year 6.
- The quality of teaching is outstanding. Teachers have excellent subject knowledge and know the needs of their pupils very well. As a result, pupils are inspired by and highly engaged in their learning.
- Pupils' behaviour is outstanding. Pupils are very well mannered, polite and have a deep commitment to respect for other individuals and their views. Pupils have an excellent understanding of all forms of bullying. They feel safe in school and are cared for very well.
- Provision in the early years is outstanding. Children relish their time in the setting and are settled and confident.
- The school is expertly led and managed by the headteacher. There is a highly successful and shared vision of the pursuit of excellent teaching and high standards in all of the school's work.
- The governing body hold leaders to account stringently. Governors work diligently and as such, challenge rigorously as well as support the school. They expertly evaluate the performance of the school and every individual within it, including their own performance.

Information about this inspection

- The inspector observed several lessons and three sessions in phonics (letters and the sounds they make). Four lessons and the phonics sessions were observed jointly with the headteacher.
- The inspector listened to pupils read during lessons and also looked at pupils' work in their books.
- Meetings were held with the headteacher, pupils, seven members of the governing body, members of the teaching staff and a telephone call was conducted with a representative of the local authority.
- The inspector took into account 12 questionnaires from staff and 28 responses to the on-line parent questionnaire (Parent View.)
- The inspector looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Full report

Information about this school

- Marton-Cum-Grafton Church of England Voluntary Aided Primary School is a smaller-than-average sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational is well below average.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has opened full-time nursery provision in September 2014.
- The headteacher acted as an executive headteacher to a neighbouring school from January to July 2013 and leads the work of the local cluster of schools.
- Extension to permanent classroom space has been undertaken since the last inspection.

What does the school need to do to improve further?

- Maintain the current high quality provision through further development of working together with neighbouring schools.

Inspection judgements

The leadership and management are outstanding

- The headteacher is an exceptional leader. She is very well supported by a highly effective governing body and senior teacher. One of the keys to success is the outstanding way in which everyone communicates with each other and applies policies consistently to create a harmonious and happy learning environment. The school is also truly at the heart of the village.
- As there are a very small number of teachers, they all have responsibilities as middle leaders, including those who are newly qualified. They have a passion for their subjects and areas of responsibility and are acutely aware of the strengths and weaknesses. They provide good support to each other and ensure smooth transitions for pupils to the next stage in their education.
- Leaders use data extremely well to analyse the progress made by individuals and groups of pupils. Teachers are also acutely aware of the importance of what data is showing and they are able to use it extremely well to track pupils' progress as part of measuring their performance and planning the next stages of learning for pupils.
- Monitoring of teaching is very effective as it is sharply focused on pupils' achievement. School leaders use the observation of pupils' progress in lessons and data exceptionally well to set targets for teachers and continually improve teaching practice.
- The curriculum is extensively enriched by music, sport, outdoor learning and visits, for example, to places of worship. These opportunities form the basis for pupils' spiritual, moral, social and cultural development. It is well planned with a sharp focus on reading, writing, mathematics and communication. As a result, pupils are inspired and engaged and very well prepared for the next step in their education and life in modern Britain.
- Partnership with parents is exceptional and parents use phrases such as 'nothing is ever too much trouble for them' when they describe the work of the school.
- The local authority provides well-tailored support to the school. It values the school's leadership highly and is aware that the school, and cluster of schools, is enhanced by the lead taken by the headteacher in this work.
- Primary school sports funding is being used to increase competition between schools, provide sports coaching in school and offer sports training for teachers.
- **The governance of the school:**
 - The governing body, whose members include many parents and representatives of the wider church, makes an extremely positive contribution to the school's success. Governors monitor the work of the school as well as their own work and performance, extremely well. They ensure that every pupil is given an equal opportunity to succeed. They have up-to-date knowledge of pupils' achievements and the quality of teaching and provide sufficient challenge to the school to move it forward. For example, following a recent review of data, governors provided rigorous challenge and insisted on clear plans for improvement. The governing body ensures financial resources are well managed, including the school's use of additional government funding to support pupils, such as those eligible for the pupil premium.
 - Governors are involved in setting targets for the headteacher and they are also fully aware that teachers' pay awards are securely linked to the progress that pupils make.
 - They ensure that all safeguarding procedures are fully met and as a result pupils are safe at school.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are very proud to come to this school.
- The church school ethos forms the basis of the welcome extended to visitors immediately they arrive by all staff and pupils alike. The atmosphere is characterised by the respect everyone extends to each other at all times.
- Pupils are exceptionally well mannered and courteous. They behave very well in lessons, and care for each other sensitively. They play together sensibly and happily outside and older pupils understand the importance of self-control in sport.
- Pupils' attitude to learning in lessons and throughout the school is exceptional. Outstanding behaviour

characterises many lessons. Pupils ask questions freely, confident that they will receive a full explanation from adults. They listen carefully to each other, and other adults, and persevere when they are faced with challenges.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils are acutely aware of how to keep themselves and others safe at all times, for example, when using mobile phones to take photographs.
- Pupils are aware of different types of bullying, including cyber-bullying. Records show that incidents of inappropriate behaviour are rare. Any incidents are dealt with effectively and quickly by staff.
- Staff are well trained in behaviour management, and their relationships with pupils mean that pupils say confidently that there is always someone to talk to if necessary. Pupils with special educational needs make excellent progress in learning to control their behaviour.
- Policies and procedures meet requirements.
- Governors are vigilant in ensuring that full checks of safety are regularly undertaken and acted upon. For example, they have improved perimeter fencing facing the road and the school gates.
- There have been no exclusions for many years and attendance is consistently well above average.
- All parents who responded on Parent View said that their children felt happy and safe.

The quality of teaching

is outstanding

- The quality of teaching is consistently good and much is outstanding, which helps pupils learn and achieve exceptionally well during their time at this school.
- Teachers have very high expectations of prompt starts to lessons, as well as the presentation of work and the amount of work to be completed by pupils in a given time. Pupils meet these expectations well and work is usually finished to a high standard of neatness and accuracy.
- A particular strength of teaching is how well and how promptly pupils' understanding is checked as the lesson proceeds and the skill with which staff question pupils to ascertain their knowledge. These features make a notably positive impact on the quality of the pupils' learning.
- Teachers have excellent relationships with pupils, which result in a very positive climate for learning in all lessons. The atmosphere is one in which it is expected that pupils will seek help from adults or peers in order to produce work of the very highest quality.
- The teaching of phonics (letters and the sounds they make) is very good. Pupils decode and read words very well and they have opportunities to develop inference and comprehension skills in their reading. Guided reading is taught very well because it is very well organised.
- The skills of teaching assistants are considerable and targeted well to support individuals and specific groups of pupils to ensure they make excellent progress. Wherever possible, pupils are taught in groups which address their learning needs very precisely.
- Marking is very effective. It ensures that all pupils are very clear about what they need to do to improve and it is very effective in accelerating progress.
- The most able pupils in English and mathematics are always challenged to reach the highest levels and deepen their knowledge and understanding.
- Staff reflect on the quality of their teaching alongside other staff in the local cluster group of schools. As a result, teaching is improving continuously and pupils learn and achieve well during their time at the school.

The achievement of pupils

is outstanding

- The variety of starting points of the small number of pupils is very wide. However, the majority of children start school with skills and knowledge in line with those typical for their age. A small number of pupils either join or leave the school at points during Key Stage 2, rather than at the usual start and end times. This means that national data showing progress is not always representative of the school's success.
- Pupils make outstanding progress overall. The majority of pupils considerably exceed the standards reached nationally, especially in reading, by the time they leave school at the end of Year 6.

- Pupil numbers are small, which means that published data is not always reliably representative. However, data shows that in Key Stage 1, the attainment of pupils is consistently in the top 20% of schools in reading, writing and mathematics.
- Attainment at the end of Key Stage 1 in 2014 was particularly high in reading. Reading skills are taught very well using phonics and pupils use these acquired skills successfully in their initial efforts in reading and writing. As a result, pupils achieved very well in the Year 1 reading check in 2014.
- Attainment at the end of Key Stage 2 shows standards that are consistently above the national average in reading over the last three years. Each year some pupils make remarkable progress in reading, for example, making six years progress in the four years of Key Stage 2.
- Progress across the school is particularly strong in reading because pupils' skills in reading are developed exceptionally well. Pupils have a love of reading and, therefore, read often and widely. Fluent readers are carefully encouraged by staff to read extensively and make use of the school library. Pupils have opportunities to read from a wide array of books and other materials.
- Disadvantaged pupils make similar progress to their peers. The proportion of disadvantaged pupils making more than the progress expected of them compares favourably with national figures and they attain at least as well as other pupils nationally in all three subjects. This is because they benefit from individually tailored support.
- Disabled pupils and those with special educational needs often make even more rapid progress than their peers because their needs are very well met under the expert guidance of the headteacher.
- The most able pupils achieve very well. In 2014, the proportion of these pupils who attained the higher levels in reading was well above the national average and was above average in writing and mathematics. Pupils who attend the lunchtime club for the most able mathematicians are enthralled by the subject.
- All parents who responded to Parent View agree that their children receive appropriate homework and make good progress.

The early years provision

is outstanding

- Most children in the early years make at least good progress and are well prepared for entry to Year 1. The proportion of children achieving a good level of development is above the national average.
- Good induction procedures on entry to either Nursery or Reception class ensure children settle quickly. These procedures include written information and parental visits to school. These help to provide a detailed picture of each child's needs and interests, and informs what happens with the child in school.
- Communication with parents is excellent. The open door policy means that parents can speak to staff easily. Information about what is happening in school each week can be found in the class newsletter which is sent home each week. As a result, parents make a very valuable contribution to their child's learning.
- Children of nursery age happily play and learn outdoors together with a wide range of resources. The quality of teaching is outstanding. Adults ask questions and demonstrate ideas for the children while at the same time, noting the children's interests so that they can plan activities and resources which will catch the children's interests.
- Children of reception age spend more time than nursery children on learning literacy and numeracy skills. However, they also benefit from the many exciting and creative activities planned for all children by the staff. For example, during the inspection, children relished their time designing and making pizzas.
- The early years provision is well led and managed by a knowledgeable and creative member of staff. All safety and welfare requirements are met very well. As a result, children are settled and confident. Teamwork is a considerable strength and this has a significant impact on children's excellent achievement.

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

Unique reference number	121632
Local authority	North Yorkshire
Inspection number	448843

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Alex Robinson
Headteacher	Marie-Louise Thirlaway
Date of previous school inspection	4 November 2009
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