

Gunnerside Methodist Primary School

Inspection report

Unique Reference Number	121542
Local Authority	North Yorkshire
Inspection number	359032
Inspection dates	6–7 October 2010
Reporting inspector	John Paddick

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	18
Appropriate authority	The governing body
Chair	Professor David Hill
Headteacher	Mrs Linda Cork
Date of previous school inspection	18 January 2008
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Introduction

This inspection was carried out by one additional inspector. He visited seven lessons and scrutinised a wide variety of pupils' work, especially in English and mathematics. He observed all six of the school's classroom teachers at least once. The inspector observed Years 5 and 6 being taught at Gunnerside and pupils in Reception to Year 4 being taught at Reeth. He held meetings with the headteacher, governors, the coordinator for pupils with special educational needs and/or disabilities and groups of parents and pupils. He observed the school's work, and looked at governors' minutes, the school development plan, records of pupils' progress and safeguarding documentation. He analysed seven questionnaires from parents and carers, nine from staff and 13 from pupils.

The inspection reviewed many aspects of the school's work. It looked in detail at the following:

- Current standards being reached by all groups of pupils, particularly in literacy and numeracy.
- Whether the school has improved the quality of its academic tracking.
- The extent to which parents and carers are positive about the federation of Gunnerside Methodist Primary School and Reeth Community Primary School.
- Whether the school has halted the decline in pupils' attendance.

Information about the school

Gunnerside Methodist Primary School is federated with Reeth Community Primary School. They share the same headteacher. Year 5 and 6 pupils are educated at Gunnerside and the younger pupils go to Reeth. The schools serve a rural area of recognised natural beauty in the Yorkshire Dales. Gunnerside Methodist Primary School is much smaller than most primary schools. The first language of all of its pupils is English and the vast majority are from White British backgrounds. A below average proportion of pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average. There are no pupils with a statement of special educational needs. The federated schools have nursery provision on the Reeth site but currently there are no Gunnerside children on its roll. Prior to the appointment of the current headteacher, just over a year ago, there were many changes of leadership at the school in a relatively short time.

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?

3

The school's capacity for sustained improvement

2

Main findings

Gunnerside Methodist Primary School provides its pupils with a satisfactory and improving standard of education. There are several good features. An example is the good quality of care, guidance and support for pupils, which is justifiably praised by parents and carers. Another is the very positive way that the pupils respond to all of the adults who work with them. The school's capacity for further improvement is good. The headteacher and governors have substantially raised expectations of staff and pupils. Self-evaluation is accurate and the school's development plans to raise standards and improve teaching have a high profile. There is clear evidence to show that teaching is improving and pupils are progressing at a faster rate. Among all staff, there is a clear determination to move the school onto the next level. The federation with Reeth Community Primary School works well, has parental support, and gives pupils many advantages that it would otherwise be impossible to provide.

Since the previous inspection, the headteacher has introduced an effective tracking system which accurately identifies pupils' levels of attainment and the progress that they are making. She and senior staff rigorously and frequently monitor teaching in all year groups. The combination of the tracking data and lesson monitoring clearly identify reasons for any variation in pupils' progress. Although teaching is satisfactory overall, there are many signs of improvement because teachers and their assistants are now much clearer about what is needed to accelerate their pupils' learning. However, in several lessons, teachers spend too much time talking to the class and as a result, pupils have too few active learning opportunities.

Tracking data are accurately charting precise rates of progress for all pupils as they move through the school. Pupils who are making less than good progress are clearly identified and provided with extra support. However, current attainment remains average rather than above average because there is still a small number of pupils who do not make as much progress as they could.

Pupils display very positive attitudes and almost always behave well. They are attentive in class and display good attitudes to their learning. They say that they really enjoy coming to school and value the opportunity to make friends with pupils who live in other villages. The school runs smoothly on a day-to-day basis and provides a really welcoming atmosphere for parents, carers and their children. Parents and carers really value the fact that the headteacher will always find time to see them as promptly as possible if they have any concerns.

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What does the school need to do to improve further?

- Raise attainment to above average throughout the school and ensure all pupils make at least good progress by:
 - further increasing the proportion of good, challenging teaching
 - fully incorporating assessment data into the planning and teaching of lessons.
- Improve the quality of the satisfactory teaching to good by:
 - planning for a better balance between teacher talk and pupil activity
 - increasing pace and providing greater challenge for pupils in lessons
 - ensuring that marking comments are consistently followed up by teachers.
- About 40% of schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their education and are keen to do well. Good attitudes and behaviour in lessons mean that the learning atmosphere in class is almost always good. This enables pupils to concentrate on their work without distraction. Well-developed social skills contribute fully to the good relationships that pupils have with each other and the staff. Pupils have a strong grasp of what healthy living involves and they are keen to eat and drink what is good for them and to participate widely in sport. They benefit from the good range of opportunities to take responsibility within school and to participate in activities in the local community and further away. Examples include making suggestions for school improvement, participating in assembly and buying pens and books for disadvantaged children abroad. Attendance has improved substantially and is now above average.

Attainment is broadly average throughout the school and achievement is satisfactory. Numbers of pupils in each year group are so small that statistical comparisons between them in terms of attainment need to be treated with great caution. Pupils join the school with average attainment and make satisfactory progress. The school's records show that current rates of progress are uneven across year groups but that work in Years 5 and 6 is of an average standard. Inspection evidence confirms that the school's assessments are accurate and that pupils' listening, speaking, reading, writing and numeracy skills are all broadly average. There is evidence of improvement and increasing numbers of pupils are beginning to accelerate in their learning. The school's pupils with special educational needs and/or disabilities make satisfactory progress towards the appropriately challenging targets that the school sets for them.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teaching is at least satisfactory and sometimes good. It enables pupils of all ages to learn and make progress at broadly average rates. Teachers manage their classes well and conduct lessons in an atmosphere which is conducive to learning. Some teachers have a really compelling style which fully engages pupils' interest and attention. The more effective lessons are characterised by a strong pace and work which is closely matched to the different groups of pupils' needs. In these lessons, all groups of pupils, including the more able, are fully challenged. A common feature of some of the less effective lessons is that teachers talk for too long. This means that pupils tend to become inattentive and the rate of learning slows. Teachers know exactly where pupils are in terms of attainment but the use of this information in planning and conducting lessons is inconsistent. Satisfactory marking picks up most errors and suggests how pupils can improve their work. However, this does not always ensure that weak handwriting and presentation actually improve because there is sometimes little or no follow-up.

The curriculum provides pupils of all ages with a secure pathway towards making satisfactory and sometimes good progress in the development of their basic skills. There are many strong features, such as the visits that the pupils really enjoy. These help to underpin the good progress that they make with their personal development. Good care, guidance and support contribute strongly to the quality of education. Pupils are all known extremely well individually and they and their parents and carers recognise that all the

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adults who work in the school really care about them. Good links with outside agencies are particularly effective in providing specialised help for pupils with special educational needs and/or disabilities. All pupils are confident that help will be forthcoming whenever they might need it.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides the federated schools with strong and effective leadership. She has the full confidence of staff, parents and carers, pupils and governors. Since her appointment, just over a year ago, she has produced a clear agenda for school improvement. This has a very strong focus on providing all pupils with at least good teaching. Targets for pupils are now much higher than previously and expectations of staff are much greater. While there has not been enough time for the new systems to lift pupils' progress overall to the next level, there is clear evidence already that progress is improving. Similarly with teaching, while the school's aim of universally good teaching has not yet been achieved, the evidence points to a successful start on the journey towards this, aided by rigorous monitoring of teaching and learning.

The governing body has been instrumental in setting more challenging targets for the federated schools. It understands the two schools' strengths and weaknesses well and is not satisfied with pupils making satisfactory rather than good progress. It challenges and probes where necessary and takes a very active role in monitoring the school's work and improvement, often through visits when lessons are proceeding.

All required measures for the safeguarding of pupils are firmly in place, meet current guidelines, and have a high profile in the daily running of the school. Good promotion of equality of opportunity means that there is no evidence of discrimination of any description. Arrangements for the promotion of community cohesion are good. Pupils' community work in school and the immediate locality is strong and there are productive links with people from the different cultures that make up the United Kingdom and some overseas countries.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in Reception have many of their lessons in a mixed-age class with pupils in Years 1 and 2. Frequently, they are taught with Year 1 so that they can more easily cover all of the learning and development requirements of the Early Years Foundation Stage. They make good progress and most reach at least average standards by the time they move into Year 1. Many do considerably better than that.

Children benefit from good teaching and plenty of individual attention. They are confident and happy at school and soon learn how to make friends, share and investigate. Listening skills develop well and children learn to maintain concentration while working alone, with others and with adults. Teaching assistants play a key role in supporting children with activities and in encouraging them to question, think and work independently. Good use of assessment means that teachers plan lessons carefully to build securely upon children's prior learning. Good leadership and management have been instrumental in developing the quality of the Early Years Foundation Stage programme, especially in relation to the outside area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage

Views of parents and carers

Parents and carers are very happy about all aspects of the education provided for their children. They say that the school's communication with them is substantially improved and that they have full confidence in the headteacher and the staff. They are very happy about the benefits provided by the federation of the two schools. Parents and carers who sent in questionnaires or who spoke to the inspector were full of praise for the school and had no concerns. Inspection evidence generally supports these positive views but also identifies improvements which the school still needs to make, particularly in relation to standards being reached by some pupils and the quality of some lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gunnerside Methodist Primary School 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 inspector received 7 completed questionnaires by the end of the on-site inspection. In total, there are 18 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	5	71	2	29	0	0	0	0
The school keeps my child safe	5	71	2	29	0	0	0	0
My school informs me about my child's progress	4	57	3	43	0	0	0	0
My child is making enough progress at this school	4	57	3	43	0	0	0	0
The teaching is good at this school	5	71	2	29	0	0	0	0
The school helps me to support my child's learning	2	29	5	71	0	0	0	0
The school helps my child to have a healthy lifestyle	2	29	5	71	0	0	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)	2	29	4	57	0	0	0	0
The school meets my child's particular needs	3	43	4	57	0	0	0	0
The school deals effectively with unacceptable behaviour	3	43	4	57	0	0	0	0
The school takes account of my suggestions and concerns	2	29	5	71	0	0	0	0
The school is led and managed effectively	7	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	6	86	1	14	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



8 October 2010

Dear Pupils

Inspection of Gunnerside Methodist Primary School, Richmond, DL11 6LE

Thank you for making me so welcome when I came to inspect your school recently. A particular thank you goes to those of you who filled in the questionnaires or met with me to tell me all about your school. I would also like to thank those of you who were keen to explain what you were doing when you were in class. I was impressed by your behaviour and that you really enjoy your education.

I found that Gunnerside Methodist Primary School provides you with a satisfactory and improving quality of education. Your headteacher has done a good job since she arrived. She has ensured that you all really benefit from the federation with Reeth Community Primary School. You now have much higher targets than you had previously and the headteacher is checking your progress very carefully to make sure that you reach them. I have noted the way that your teachers and their assistants really care for you and want you to do well.

The school can still improve further and I have asked the governors, headteacher and staff to make some changes to enable you to learn more quickly. These are to:

- ensure that more of you make good progress so the standards you reach are higher
- improve the quality of some lessons so that you all get good teaching.

You can do your bit to help by continuing to behave well and work hard.

Yours sincerely

Mr John Paddick

Lead inspector

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