

Melsonby Methodist Primary School

Inspection report

Unique Reference Number	121543
Local Authority	North Yorkshire
Inspection number	367425
Inspection dates	5–6 July 2011
Reporting inspector	Gordon Potter

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	52
Appropriate authority	The governing body
Chair	Mrs Julia Robinson
Headteacher	Mrs Alison McHarg
Date of previous school inspection	26 September 2007
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed seven lessons taught by four teachers, conducted visits to lessons with the headteacher and held meetings with representatives of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 23 questionnaires returned by parents and carers as well as 25 questionnaires from pupils and seven returned by staff.

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

- Whether teaching is at least good and improving across the school so that a pattern of inconsistent progress has been tackled ensuring that all groups of pupils can make good progress.
- Whether strategies introduced by the senior leadership team are successfully raising attainment and accelerating progress.
- Whether pupils have a clear understanding of other faiths and cultures and the multicultural make-up of society in the United Kingdom.

Information about the school

This school is very much smaller than the average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average but the proportion of pupils with a statement of special educational needs is above average. The school has achieved Healthy School status and Activemark. Children in the Reception class are taught in a class which includes Key Stage 1 pupils.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils behave well, have an excellent awareness of how to stay fit and healthy and make an outstanding contribution to the school and the wider community. They have high levels of attendance and develop outstanding workplace skills. All staff provide exceptionally sensitive care and support which ensure that pupils' well-being and personal development are promoted extremely well and that pupils are happy and feel safe. Pupils make good progress because good teaching makes learning fun and the curriculum offers many memorable experiences, including exciting opportunities for pupils to answer probing questions and explore for themselves in investigative and open-ended activities. There is outstanding use of partnerships to provide a wealth of learning opportunities, including with the local secondary school and through visits and welcoming visitors to the school. While activities are interesting, they occasionally lack sufficient challenge, especially for the most able, and some lessons lack pace so that chances are missed for pupils to engage quickly with tasks. Pupils with special educational needs and/or disabilities make outstanding progress because of the highly effective support and teaching they receive.

Parents and carers are highly supportive of the school as a result of its outstanding engagement with them and its encouragement of pupils' spiritual, social and moral development, in line with its Christian values. Pupils have a good understanding of life in other countries and of different faiths, but their understanding of the multicultural make-up of society in the United Kingdom is less well developed.

The school has much useful information about pupils' skills and abilities, which is used well to measure the progress pupils make from their starting points. It is not yet well enough used to ensure that work is closely-matched to the learning needs of individual pupils. While marking informs pupils how well they have achieved in individual tasks, it is less successfully used to tell pupils how to improve their work. Older pupils do not always know the levels at which they are operating.

The highly-respected, skilful and inspirational headteacher offers outstanding leadership. She employs a collegiate approach to planning and monitoring which includes all staff and governors and ensures that self-evaluation is extremely accurate. Accordingly, the school has initiated appropriate and highly successful strategies which have raised attainment and brought about improvements in English and the Early Years Foundation Stage. Given its track record, the good quality of provision and good outcomes for pupils, the school's capacity to improve is good, and it provides good value for money.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- By the summer of 2012, further accelerate pupils' progress and raise their attainment, by:
 - ensuring that data are well used so that work is well matched to the needs of individual pupils and offers appropriate pace and challenge, especially for the most able
 - using marking more effectively to help pupils know exactly how to improve their work and take the next steps in their learning.
- Develop pupils' understanding of the multicultural make-up of society in the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and enjoyment in their work are good. Pupils have good attitudes, form highly positive relationships, are extremely courteous and show great keenness to do well in their work. They especially enjoy the many stimulating and lively activities in lessons, such as projects linked to visits, writing and making their own animations using information and communication technology (ICT). They also enjoy using scientific methods to investigate the benefits of solar panels to generate electricity. Pupils enjoy planning and writing stories and working together to interrogate artefacts from their visit to a castle, which develops their skills in history.

Cohorts vary in this small school but overall pupils' skills on entry to school are in line with those expected for their age, although more children than has been the case in the past now have higher skills, especially in personal and social development. Pupils make good progress to attain standards which are above average at the end of Year 6.

Pupils are exceptionally aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their very enthusiastic involvement in physical education, sport and after-school clubs and the high take-up of healthy school meals. They care for one another very well, have great respect for each other and for the adults in the school, and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils make an exceptionally positive contribution to the school and wider community through the school council and as playground leaders. These groups meet regularly, are involved in discussions about issues which concern them in school and play a major role in helping pupils to behave well, feel safe and thoroughly enjoy their learning. Pupils contribute to the school newsletter, support a range of charities and participate in competitions with other local schools, in activities in the village which celebrate local customs, with the local church and in village festivals. High attendance, good literacy and numeracy skills and above average attainment overall, allied to excellent skills in team work and exceptionally confident use of ICT, contribute to pupils' outstanding development of workplace skills.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
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?

Teachers strive to make learning fun, make it clear to pupils what they will learn and how they will know if they have succeeded. Teachers use questions well to ascertain what pupils already know, to check that they have made progress and to extend their thinking. They employ ICT well to engage pupils and plan opportunities for pupils to learn through practical activities, talking together and devising their own questions. Occasionally, work is not well-matched to the abilities of individual pupils so that the pace of learning drops and work lacks challenge for some pupils, particularly the most able. Marking does not always make clear to pupils exactly what they need to do to improve their work.

The curriculum contributes to pupils' good progress by offering a range of stimulating, open-ended and investigative activities which are increasingly helping them to see the links between subjects and develop and apply important skills. For example, work on the Tudors successfully develops research, investigation, creativity and writing skills. There are good procedures to encourage reading. Opportunities for pupils to develop skills in investigative and problem-solving activities in mathematics and science have had a positive impact on raising attainment. Pupils enjoy well-planned enrichment activities, including visits to places of worship, Bolton Castle, the Centre for Life science museum in Newcastle and opportunities to work with artists, musicians and local professional people. These help to develop pupils' skills in enterprise, art, music and science and their understanding of other faiths and cultures. There are many popular extra-curricular clubs

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which promote learning and enjoyment in sporting, arts and environmental activities, including dance, recycling, cricket and the development of the school garden.

The extremely detailed knowledge that staff have of the personal and emotional needs of individual pupils is put to excellent use. As a result pupils are cared for exceptionally well, their varied learning needs are met and they develop self-esteem, respect and a sense of responsibility. Highly effective partnership work with families ensures high attendance. Well established and highly effective practices involve parents and carers actively when their children enter school, move from class to class and transfer to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly respected and influential headteacher has relentlessly pursued improvement in the education the school offers its pupils. She has achieved a balance between her own drive for improvement and the necessity to devolve responsibility for planning, implementing and monitoring initiatives to all staff in this small school. Accordingly, they strongly appreciate their contribution to school effectiveness through the responsibilities and the accountability required of them. The school knows itself extremely well. Plans for improvement, to which all staff and governors contribute, are remarkably clearly delineated and are monitored regularly. There is an exceptionally well-organised programme of continuing professional development which uses the skills of staff in school to share expertise, as well as working closely with local and national providers to advance school improvement. As a result the school has brought about improvements in attainment across school, in English and the Early Years Foundation Stage. It has developed a stimulating curriculum and there are detailed and appropriate priorities to effect even further improvements in teaching.

The school is proud of its inclusive nature and its place at the heart of the community. The school has introduced a range of extremely effective initiatives to involve parents and carers in their children's learning, including supporting learning at home and regular information about their children's progress. It has exceptionally close links with outside agencies to support the individual needs of pupils from a range of backgrounds and those with medical, physical and learning needs. There is a clear commitment to promoting equal opportunities and to ensuring that discrimination against any group is avoided at all times.

The governing body skilfully offers strong support and challenge to the school and checks its work closely. The school's arrangements for safeguarding pupils are robust and meet government requirements. The school makes a good contribution to community cohesion.

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The sense of community in the school and the local community is extremely strong and pupils have a good understanding of other faiths and life in other countries. Their understanding of Great Britain as a diverse, multicultural society is less well developed.

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	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	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	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	2

Early Years Foundation Stage

Effective interventions, by all adults, are skilfully directed to develop skills in counting, speaking and listening and linking sounds and letters, and help children to make good progress from their starting points. Children benefit from working alongside older pupils and this helps develop their personal and social skills. All staff offer excellent care and provide children with many stimulating activities both indoors and outdoors and through well-planned visits. The range of child-initiated activities is particularly effective in encouraging children to become extremely inquiring, caring and confident individuals. Children particularly enjoy tending the plants in their garden, working in their post office and making waterfalls. They enjoy role play, construction and creative activities, like painting and gluing. Occasionally, it is not clear how activities support opportunities for children to develop their writing and mathematical skills. There are highly effective partnerships with parents and carers which enable children to settle quickly into the Reception class and allow parents and carers to understand how well their children are progressing, especially through the children's learning journeys.

A range of healthy snacks and drinking water, opportunities for exercise and clear guidelines for hand washing, help children to develop a good understanding of how to stay healthy. Staff ensure that requirements regarding children's safety are rigorously met. Good leadership and management include effective procedures for planning and assessment, although information about children's skills and abilities is less well-used to measure the progress of children who may be working beyond the early learning goals.

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The staff team share the same vision and this supports a climate of continued improvement.

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 Stage	2

Views of parents and carers

Approximately one-half of parents and carers responded to the questionnaire. The parents and carers responding to the questionnaire strongly support the school and its leaders with almost all being happy with their child's experience at school and with how the school keeps their children safe and healthy. Most parents and carers support the school in all aspects of its work. The inspection findings reflect these positive views. The large majority of parents and carers believe that unacceptable behaviour is dealt with effectively. A very small minority expressed concern about behaviour. Inspectors investigated this concern in detail and believe that the school is employing appropriate and effective strategies to help pupils behave well and minimise disruption to the learning of others.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Melsonby 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 inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	57	8	35	1	4	0	0
The school keeps my child safe	15	65	8	35	0	0	0	0
My school informs me about my child's progress	14	61	9	39	0	0	0	0
My child is making enough progress at this school	14	61	7	30	1	4	1	4
The teaching is good at this school	15	65	6	26	2	9	0	0
The school helps me to support my child's learning	13	57	8	35	2	9	0	0
The school helps my child to have a healthy lifestyle	11	48	12	52	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)	13	57	8	35	0	0	0	0
The school meets my child's particular needs	12	52	8	35	0	0	1	4
The school deals effectively with unacceptable behaviour	11	48	8	35	1	4	2	9
The school takes account of my suggestions and concerns	14	61	6	26	2	9	0	0
The school is led and managed effectively	15	65	4	17	1	4	0	0
Overall, I am happy with my child's experience at this school	14	61	8	35	1	4	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 Melsonby Methodist Primary School, Richmond, DL10 5ND

Thank you so much for making us so welcome when we inspected your school.

You go to a good school. We were extremely impressed by how hard you work in lessons and by your friendliness. You behave well, show great respect for one another and look after one another admirably so that you feel safe. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs. We were particularly impressed by how much you know about leading a healthy life and the exceptional way you are involved in helping to improve the school and raising money for charities. Your parents and carers like the school very much. Your teachers try hard to make your lessons fun and all staff care for you exceptionally well. Your teachers also know what to do to make the school even better. They have agreed with us that they should help your school to improve even more by:

- helping you reach higher standards at the end of Year 6, by making sure that teachers use information about how well you are doing to plan work that is at the right level of challenge for all of you, especially the most able
- make sure that they tell you exactly what you need to do to improve when they mark your work
- helping you to learn more about the people from different faiths and cultures who live in the United Kingdom.

All of you can help by continuing to do your best and keeping up your excellent attendance. We wish you every success in the future.

Yours sincerely

Gordon Potter

Lead inspector

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