

# Melbourne Community Primary School

Main Street, Melbourne, York, North Yorkshire, YO42 4QE

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Over the past three years, there has been sustained improvement in the progress pupils are making. By the end of Year 6, their attainment is above average in both English and mathematics.
- The large majority of teaching is good and some is outstanding. Teachers' good subject knowledge enables them to plan lessons that interest pupils and meet all their needs.
- Teaching assistants provide high quality support for pupils' learning in class.
- Pupils say they feel safe and that they enjoy school. They behave well and have positive attitudes to learning. Attendance is above average.
- An extremely thorough system for checking pupils' progress means that senior leaders and teachers identify pupils who need additional support extremely well.
- Leaders, managers and governors have developed a strong sense of purpose amongst all staff to drive forward sustained improvement. This contributes well to ensuring good teaching and achievement.

### It is not yet an outstanding school because

- Not enough teaching is outstanding and a small amount requires improvement.
- In some lessons, teachers do not always check the progress being made by all groups of pupils often enough.
- Occasionally, pupils do not have enough time to discuss their work in order to improve the quality of their writing.
- There are not enough opportunities for pupils to use their mathematical skills when working in other subjects.
- Leaders and managers do not always set performance management objectives for teachers that are sharply linked to improving pupils' achievement.

## Information about this inspection

- The inspector observed nine lessons and five teachers. Two joint observations were undertaken with the headteacher.
- The inspector spoke to a group of pupils about their learning in lessons and their safety in school. The inspector listened to some pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, the inspector looked at the school's review of its performance, its development plan, safeguarding information, school policies and minutes of governing body meetings.
- The inspector analysed 31 responses to the on-line questionnaire (Parent View) and read letters from parents. He also analysed parents' responses to a school questionnaire. The inspector spoke to some parents at the start of the school day.
- The views of 23 staff who returned questionnaires were taken into account.

## Inspection team

James McGrath, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from armed services families, and those known to be eligible for free school meals) is well below average.
- Almost all pupils are White British. With very few exceptions pupils speak English as their first language.
- The proportion of pupils supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational need is also average.
- The school meets the government's current floor standard, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds an Eco-Schools Award.
- There have been a number of staff changes since the last inspection, including the appointment of a new assistant headteacher.

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

- Improve the quality of teaching so that more is outstanding and the small amount that requires improvement is eradicated by making sure that all teachers:
  - check the work of all groups of pupils more often during lessons to ensure they are making good or better progress
  - use pupils' responses to their searching questions in order to check and improve the understanding of all pupils
  - provide more opportunities for pupils to use their mathematical skills in other subjects
  - allow pupils enough time to discuss their ideas before writing at length about their work.
- Improve the impact of teachers' performance management by making sure that objectives set are more closely linked to pupils' achievement.

## Inspection judgements

### The achievement of pupils is good

- Nursery and Reception classrooms and the outside learning area provide children with stimulating, well-resourced learning environments. Most children start school with skills that are typical for their age. Skilful teaching and imaginative activities develop children's knowledge, confidence and enjoyment of learning. They make a good start to their education.
- Pupils continue to make good progress through Key Stage 1, reaching standards that are usually above average in reading, writing and mathematics.
- During the past three years, there has been a period of sustained improvement in the standards reached by pupils at the end of Year 6 in both English and mathematics. By the end of Year 6 in 2012, standards in both English and mathematics were above average. Most pupils made the progress expected of them in both English and mathematics although number of pupils making better than expected progress were lower.
- Through better teaching, which is now meeting the needs of all pupils, results are expected to remain above average in 2013. Significantly, there are more pupils making better than expected progress by the end of Year 6 than in previous years. An analysis of pupils' books confirmed that they are making good progress in both English and mathematics.
- Disabled pupils and those with special educational needs, as well as those supported at school action or through school action plus, do as well as other pupils. There is an exceptionally small number of pupils known to be eligible for free school meals and in receipt of the pupil premium; this was also the case in 2012. Therefore, comparisons between their achievements and those who are not in receipt of the pupil premium are not statistically valid.
- By Year 6, pupils' reading skills are above average. Pupils read widely and for pleasure. Through the good teaching they receive, from both teachers and teaching assistants, pupils readily use their skills to link letters and sounds when reading unfamiliar words. In the most recent screening check for Year 1 pupils, results were below those expected nationally as they did not successfully identify the non-words. The school is rectifying this through more focussed teaching on recognising real and made up words. Parents are proud of the new library which provides an extensive range of books for pupils. The school promotes reading well and many parents listen to their children reading at home.

### The quality of teaching is good

- Good relationships and the way teachers organise their classrooms helps pupils to learn well. The rich learning environment celebrates the good work of pupils and this creates very positive learning attitudes from pupils as they always strive to do their best.
- Teachers plan lessons in detail to make sure that all pupils are given work that gets the best out of them. Years 5 and 6 pupils made good progress when making a variety of mathematical shapes. The activity met the needs of all of the pupils in class with younger pupils successfully constructing cubes and cuboids, with some challenged to make pyramids. The older and most able in the class made much more complex shapes accurately.
- Teachers use computers well to support pupils' learning and capture their interest. In Years 4 and 5, 'video clips' of news programmes were downloaded from the internet and skilfully analysed by the teacher and by pupils. This prepared pupils well in order to write their own scripts for a news programme.
- Teachers skilfully ask questions that give pupils opportunities to give full and detailed responses. However, they do not always use the responses to test out the knowledge and understanding of all pupils in the lesson by asking them whether they agree or not with the answer given.
- In the best lessons, teachers check the work of pupils regularly. They measure how much progress is being made and support pupils when necessary to ensure that all groups of pupils are making good progress.

- In some lessons, teachers do not go around the class to check pupils' work often enough and adjust their teaching so that all pupils are making good progress. When this happens, learning slows for some pupils and teaching requires improvement.
- Teachers ensure that pupils learn quickly. Sometimes, the pace of the lesson is too brisk and pupils are not given enough time to talk about what they are going to write or gather others' opinions to improve their writing. An analysis of pupils' work showed that teachers' comments about pupils' work are supporting the good progress they are making in English and mathematics. Pupils respond well by using the comments to improve their work. Pupils use their writing skills well in other subjects such as science, where they have written extensively about the growth of bacteria and linked this to water quality in Africa. Opportunities for pupils to use mathematics in a wide range of subjects are not as well planned as in English.
- Teaching assistants work exceptionally well with groups of pupils as they are well briefed by the teachers. They know what is expected of them and use skilful questioning to check pupils' understanding. This makes a significant contribution to the good progress pupils are making.

### **The behaviour and safety of pupils are good**

- Pupils are keen to learn and have good attitudes to learning. They are eager to answer questions and to give their opinions. Pupils treat each other with respect and listen attentively to the answers given by others in the class. However, there are a few occasions when they do not respond quickly enough to their teachers' requests and this slows their learning.
- Around the school, pupils are polite and courteous and are confident when speaking with adults. They treat each other with respect forming orderly queues at their 'healthy tuck shop' managed by the older pupils. Pupils are keen to take responsibility and the school encourages them to do so. Even in the Early Years Foundation Stage children enjoy the responsibility to return class registers to the school office.
- Pupils are supervised well at all times including break and lunchtime. They play well together and use the very spacious field to organise games. There is a wide range of play equipment. Some equipment was bought as a result of suggestions made by the school council to improve the quality of play and the standard of behaviour.
- Pupils know their school rules exceptionally well and know the consequences if the rules are broken. They believe that behaviour is good in school and that the school's reward system, 'Going for Gold' promotes good behaviour. Behaviour is well managed and the school does not use exclusion at all in order to manage behaviour.
- Pupils say they are safe. They have a good awareness of different forms of bullying through their work in lessons and the school's anti-bullying week. They have a good understanding of how to stay safe when using the internet and a good awareness of cyber-bullying. They are exceptionally confident that the school would deal swiftly with any instances of bullying should it occur.
- Pupils' enjoyment of school is reflected in their above average attendance and enthusiasm for their learning. Pupils are punctual to school and on the days of the inspection all pupils arrived on time.
- Most parents believe behaviour is good. Staff are overwhelmingly positive about the behaviour in school.

### **The leadership and management are good**

- The headteacher has developed a strong sense of purpose amongst all of the staff and the governing body. He has given more people responsibilities for leadership and appointed an assistant headteacher in order to help drive forward his ambitions for the school. These leaders are supporting the headteacher well and they have been instrumental in the sustained improvement in progress made by the pupils.
- The leadership team have an accurate view of the school's strengths and areas for development.

They have correctly identified the main priorities for the school, developing a more interesting curriculum and a much improved focus on measuring the progress pupils are making, which have resulted in pupils' improved behaviour.

- An extremely thorough system for checking pupils' achievement enables leaders to identify the needs of all pupils. Pupils falling behind in their studies are swiftly identified and given additional support to help them learn.
- Performance management of teachers supports the school priorities and clearly identifies the skills they need to improve. However, objectives for teachers are not sharply linked to pupils' achievements and the school's system for setting pupils' targets.
- Leaders and managers are providing opportunities for teachers to observe highly skilled teachers from another school in order to improve further the quality of teaching. The staff are unanimous that leaders do all they can to improve teaching. Teaching assistants also have opportunities to access training. This is a good example of equality of opportunity which the school promotes well.
- The curriculum provides many good creative opportunities for pupils and has a strong emphasis on reading, writing and mathematics. When designing the curriculum teachers take into account a range of questions posed by pupils and things that pupils would like to find out. This gives pupils a strong interest in the work that is planned for them.
- A variety of activities are available for pupils after school. Many take part in school productions. Art, music and singing are strengths of the school. These make a good contribution to pupils' spiritual, moral, social and cultural development.
- The local authority has provided highly effective support to help the school make sustained improvement. It has supported improvements in the teaching of mathematics and English as well as supporting the headteacher in developing a robust system to measure pupils' progress.
- The school's arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
  - The governing body is keen and enthusiastic to ensure it fulfils its duties well. Governors have received training to use information about the school's performance and they knowledgeably compare its effectiveness with other schools nationally. Governors meet subject leaders and other leaders in the school to gain information about the quality of teaching and learning, as well as receiving the headteacher's reports. They understand fully the arrangements for performance management and its link with salary progression. They review the headteacher's analysis of the school's performance and ask searching questions to seek clarification. The governing body has a firm grip on the school's finances, including how the pupil premium funding is used.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	117873
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	401703

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Blackmore
<b>Headteacher</b>	Tim Brenchley
<b>Date of previous school inspection</b>	16 November 2009
<b>Telephone number</b>	01759 318369
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