

Leeming and Londonderry Community Primary School

Roman Road, Leeming, Northallerton, North Yorkshire, DL7 9SG

Inspection dates 14 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Achievement requires improvement because pupils make only the progress expected of them in writing and mathematics and few make progress at a faster rate.
- Standards achieved by Year 6 pupils in 2011 and 2012 were below average in mathematics.
- The quality of teaching is variable. It has not been good enough over time to ensure that pupils make good progress.
- Pupils are given too few chances to write at length in English and other subjects, or to apply their skills in mathematics.
- Work is not always well planned to offer appropriate pace, challenge or engagement, nor to meet the needs of all pupils, especially the most able.
- Senior and middle leaders are not skilled enough in analysing the quality of teaching to ensure that pupils are making good progress.
- Leaders are not rigorous enough in telling teachers how they can improve and the new targets for teachers have not yet had time to impact on pupils' progress.

The school has the following strengths

- Pupils make good progress in reading. Teachers and teaching assistants are skilled in teaching pupils how letters are linked to sounds.
- Pupils with special educational needs make good progress.
- Pupils' behaviour is good; they say they feel very safe in school. They have above average attendance.
- The school offers pupils highly effective care and many exciting opportunities to develop their spiritual, moral, social and cultural awareness.
- The headteacher and the governing body have improved teaching in mathematics. The school improvement plan has appropriate areas for development and now includes rigorous targets for pupils' progress.

Information about this inspection

- Inspectors held meetings with staff, groups of pupils and the Chair of the Governing Body and another governor. The inspectors also met with the school's local authority education development partner.
- They looked at a range of evidence including the school's improvement plan; the school's data relating to pupils' progress; the work in pupils' books and the school's documentation relating to safeguarding.
- Inspectors observed teaching and learning in five lessons taught by three teachers. They listened to groups of pupils in Year 2 and 5 read. In addition, the inspectors made a number of short visits to lessons.
- The lead inspector conducted one joint observation with the headteacher. The lead inspector also observed the headteacher reporting back to the teacher on her findings regarding the quality of teaching, learning and pupils' achievement in the lesson.
- Too few parents had responded to the on-line questionnaire (Parent View) for their opinions to be published. However, inspectors spoke informally to parents to take their views about the school.
- Four staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Full report

Information about this school

- This school is very much smaller than the average sized primary school.
- All pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- There are no pupils who are known to be eligible for free school meals.
- There are no pupils who are supported at school action.
- The proportions of pupils supported at school action plus or with a statement of special educational needs are above average.
- There are after-school clubs which are managed by the governing body.
- The school has had too few pupils in its last three Year 6 classes for them to be measured meaningfully against the current government floor standards. These are the minimum expectations for pupils' progress and attainment in English and mathematics.
- There were no pupils in Year 6 in the last school year.
- There are two classes: one for children in the Reception Year and pupils in Years 1 and 2; the other for pupils in Years 3, 4, 5 and 6. The headteacher teaches the Key Stage 2 class on a 0.5 basis.
- The headteacher was absent from school for an extended period in 2010 and 2011. The school's two teachers have been in post since September 2011 and September 2012.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, to further raise standards and rates of pupils' progress, especially in writing and mathematics, and for the most able pupils, by:
 - using data about pupils' attainment to plan work which is more closely matched to their individual skills and abilities and offers appropriate pace, challenge and engagement
 - offering pupils even more opportunities to apply their skills in real-life problem-solving activities in mathematics, and in writing imaginatively and at length in English and other subjects
 - improving teachers' skills in asking questions so that pupils are given time to explain and extend their ideas
 - using pupils' targets so that they are clear about what they need to do to reach the next level in their learning.
- Increase the impact that school leaders have on pupils' attainment and progress, by:
 - improving the skills of leaders in observing lessons so that they are clear about what constitutes good and outstanding teaching and are rigorous in their judgements
 - using the evidence from lesson observations so that teachers are given clear advice about how to improve their teaching
 - ensuring that leaders and teachers meet the demanding targets for improving the attainment and progress of pupils which have recently become part of their performance management targets and the school improvement plan.

Inspection judgements

The achievement of pupils

requires improvement

- The overall abilities of different year groups vary in this very small school. From starting points that are either in line with or below the expectations for their age, children typically make good progress in the Early Years Foundation Stage and Key Stage 1.
- However, too few pupils currently in Year 1 had a good level of development when they left the Reception class and had made only the progress expected of them. Pupils currently in the Early Years Foundation Stage and Key Stage 1 are making the progress expected of them, but none are doing better than this because their work is not always well matched to their individual skills and abilities.
- Attainment at the end of Year 6 is typically above average in reading and writing. However, in 2011 and 2012, attainment in mathematics was well below average and pupils had made inadequate progress. There were no Year 6 pupils in school in 2013.
- The school has introduced successful initiatives to improve the quality of teaching in mathematics in Key Stage 2. While teaching still requires improvement overall, it is now helping pupils to make the progress expected of them and there is some good teaching which is helping older pupils to fill some gaps in their knowledge.
- Inspection evidence shows that progress in reading is good and attainment is typically above average by the end of Year 6. There is a consistent focus on reading across school. Pupils have a clear understanding of how letters are linked to sounds and this helps them to read words they are not used to. Pupils say that improvements to the teaching of reading, more exciting books and author and library visits have encouraged them to read more often and with greater enjoyment, in school and at home.
- While pupils in Year 4 are making good progress in their writing, building on attainment that was above average at the end of Year 2, too few pupils in other year groups make more than the progress expected of them in writing. This is because there are too few opportunities for pupils to write at length in English and other subjects.
- No pupils who were known to be eligible for the pupil premium funding have taken the national assessments at the end of Year 6 in the past three years. As a result, it is not possible to make any meaningful comparisons about their attainment. Those pupils currently in the school who are eligible make similar expected progress as other pupils in school in English and mathematics.
- Likewise, there were no pupils with special educational needs who took the national assessments in 2012. Teachers and the teaching assistants are very skilful in identifying the needs of these pupils and in their teaching and support for them in their learning so they can make good progress.
- In 2012, the most able pupils made the progress expected of them in reading and writing. However, their progress in mathematics was inadequate. Evidence seen during the inspection indicates that the most able pupils currently in school are working above the expectations for their age. While they are now making the progress expected of them, they are not yet doing better than this.
- The school is committed to the well-being of all groups of pupils and has a clear desire to promote equal opportunities and to tackle discrimination, but this desire has not yet ensured that all pupils make rapid and sustained progress and attain the highest standards.

The quality of teaching

requires improvement

- The quality of teaching is variable. While all teachers are capable of good teaching, as evidenced in the impact they are now having on pupils' reading, teaching over time has not enabled pupils to make consistently good progress in writing and mathematics. It is not yet strong enough or inspiring enough.
- While teachers try to plan work that is set at the right level for individual pupils in mixed-age classes, they do not yet do this accurately enough. As a result, even in those lessons where

teachers involve pupils in a range of good activities, provide paired work and use good skills in questioning, work is often too hard for some and too easy for others. Teachers do not act upon this and adapt work accordingly in their planning or as lessons progress.

- In some lessons, the pace of learning is too slow because teachers spend too long checking on what pupils already know. When they question pupils, they do not give them time to think or encourage them to develop their ideas. On these occasions, teaching assistants are not well used. However, teaching assistants work skilfully with small groups of pupils, for example, in teaching reading or in practical mathematical activities.
- Teachers use a range of engaging topics, for example, those about life in Victorian times, to stimulate pupils' ideas for writing. They use explanations and examples so that pupils are clear about the skill they are developing. As a result, some pupils now make good progress in their writing.
- Pupils' work is regularly marked and teachers give clear advice about how to improve their work. Pupils know the level of their work, although they are less clear about how their targets help them to reach the next level.

The behaviour and safety of pupils are good

- Pupils say that behaviour is good in their lessons and around the school. Indeed, much good behaviour was evident in lessons during the inspection and pupils are very eager to do their best in their work.
- Any minor misbehaviour, such as some distractions when the pace of learning drops in lessons, is quickly dealt with by teachers.
- Pupils receive sensitive care from adults in the school. There have been no exclusions.
- Pupils feel very safe and are aware of different forms of bullying, including cyber bullying or name-calling. They say that there is no bullying and older pupils look after younger children and help pupils play safely and enjoyably together.
- They are very polite to adults, keen to talk about their school, respect one another and work and play well together. They develop social skills well through involvement in the sports and after-school clubs and through the many responsibilities they have in school, including as office monitors, assembly helpers and librarians. The school council offers ideas to improve the playground and the classroom environment. As a result of these suggestions, a den is being built in the playground and sun blinds provided to help Key Stage 2 pupils concentrate better.
- Although attendance has dipped this term as a result of a measles outbreak, attendance is typically above average because pupils feel safe in school and enjoy learning with their friends.

The leadership and management requires improvement

- The headteacher has high aspirations and expectations for the staff and pupils, although in the past three years this has not been reflected in pupils' attainment and progress. In response to declining attainment, the headteacher has introduced effective training to help teachers gain a clear understanding of how to teach pupils to link sounds and letters and to develop their skills in teaching writing and mathematics. As a result, pupils now make good progress in reading and the progress expected of them in writing and mathematics.
- She has clear expertise in using data to measure pupils' progress and recognises clearly that achievement requires improvement. However, the measures by which she has checked pupils' progress have not been rigorous enough. While the school improvement plan now includes targets for pupils' progress that are sufficiently challenging, they have not yet had time to ensure that pupils make good progress.
- Likewise, while teachers are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done, their performance management targets have only recently included targets for pupils' progress that are rigorous enough.
- The headteacher regularly monitors the quality of teaching and while she knows what constitutes good teaching, she is over optimistic about its quality and is reluctant to tell teachers

that aspects of their teaching require improvement. This is stopping teaching improving rapidly enough and impeding teachers who are eager to improve their skills from doing so. As a result, there is too little teaching that is inspiring or outstanding across school. It is also preventing teachers developing the skills of monitoring and analysis they need in their leadership roles.

- Funding to support the learning of those pupils who are known to be eligible for the pupil premium has been used to purchase appropriate resources and to offer greater support to develop their basic skills.
- The new Primary School Sports funding has been used effectively to develop competitive sports with similar sized schools and new sports such as rugby. There is good teaching of physical education alongside an increase in lunch-time and after-school activities. These are contributing well to pupils' physical development and well-being.
- While subject leaders use activities such as visits by authors to foster pupils' skills in reading and writing, the taught curriculum offers pupils too few opportunities to write at length in subjects across the curriculum. There are also too few opportunities planned into the curriculum for pupils to apply their mathematical skills and this slows progress, especially for the most able pupils.
- However, pupils enjoy learning from these visitors and from the many trips they make. For example, their visit to Beamish Museum helped them understand more about life in Victorian England and supported ideas for their writing. The curriculum also helps support their spiritual, moral, social and cultural development, fostering an enjoyment of art, drama and music and an understanding of other faiths and cultures.
- The school welcomes the support and advice it receives from its designated local authority education development partner. She supports the school and has been involved in helping the school to improve the teaching of reading, writing and mathematics.

■ **The governance of the school:**

The governing body offers strong support to the school and governors are regularly involved in school activities. There have been new appointments to the governing body and new governors are eager to improve their expertise and their understanding of how well the school is performing. Accordingly, they have introduced systems to monitor the curriculum and the quality of teaching. They know that the school had to improve its teaching and raise attainment for pupils in Key Stage 2. While there has been some success in these areas, they still remain over reliant on the headteacher's view. As a result, teaching and achievement, while they have improved, still require improvement. Governors receive clear information about how the new Primary School Sports funding and pupil premium funding are allocated and are knowledgeable about their impact on eligible pupils. They ensure that the school fulfils its statutory responsibilities for safeguarding. All staff have been vetted and are trained appropriately to keep pupils safe and free from harm. The budget in this very small school is well managed and has been successfully used to improve the school environment and increase staffing levels.

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	121293
Local authority	North Yorkshire
Inspection number	425946

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	24
Appropriate authority	The governing body
Chair	Linda Donaghy
Headteacher	Rowena Sykes
Date of previous school inspection	14 October 2008
Telephone number	01677 422160
Fax number	Not applicable
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