

Nun Monkton Primary Foundation School

The Green, Nun Monkton, York, North Yorkshire YO26 8ER

Inspection dates	15–16 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors are ambitious and have high expectations for their school, which lies at the heart of the community. They ensure that care is taken in order to meet the learning needs of each pupil so that they achieve well.
- Governors are committed and knowledgeable, bringing valuable capacity, experience and skill to the leadership of the school. They support and challenge the headteacher effectively and are passionate about the type of education they want to provide.
- The quality of teaching is consistently good. Using their in-depth knowledge of each pupil's starting points, teachers plan interesting and challenging lessons so that all groups of pupils, including the most able, make good or better progress.
- Pupils' enjoyment of learning is plain to see. Their love of reading and mathematics is tangible. Children in the early years delight in learning through play and in working alongside their older peers.
- Pupils' behaviour is outstanding. Their respectful relationships with each other demonstrate kindness and compassion.
- The schools provision for pupils' spiritual, moral, social and cultural development permeates the life of the school and successfully promotes pupils' personal development in its widest sense.
- Pupils are well cared for. They feel safe and know how to keep themselves safe in a variety of situations.

It is not yet an outstanding school because

- The quality of teaching is not yet outstanding because questioning does not always deepen and challenge pupils' thinking. At times, teachers' feedback needs greater clarity, so that pupils have a greater understanding of how to improve their work.
- Pupils do not have enough opportunities to extend their writing and mathematical skills in other areas of the curriculum and to explore their learning in depth. These rich opportunities to make greater progress are at times lost.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make consistently outstanding progress across all year groups by:
 - developing highly effective questioning which deepens and challenges pupils thinking
 - ensuring that pupils receive very clear feedback, in line with the school's policy, so that they know exactly how they can most effectively improve their work
 - providing as many opportunities as possible for pupils to practise and refine their writing and mathematical skills across other subjects
 - providing teachers with opportunities to observe outstanding practice in other schools.

Inspection judgements

Effectiveness of leadership and management **good**

- School leaders and governors are ambitious for their pupils and have successfully improved the quality of teaching since the last inspection. Learning now proceeds at a good pace in both English and mathematics.
- Leaders have a very clear and ambitious vision of the type of education they want to provide which is deeply rooted within their local community and the beautiful environment in which the school resides. A culture of respect and tolerance pervades the school.
- Since the last inspection, leaders have embraced opportunities for working with other schools and responded to the challenge from one of Her Majesty's Inspectors who was monitoring the school. The school has benefited from the strong support provided by the local authority. As a result, outcomes are strong and improving for every group of pupils in the school.
- Leaders and governors are acutely aware of the strengths and weaknesses of the school. They have detailed plans for further improvement which are carefully and regularly monitored for impact.
- The headteacher regularly reviews the progress of each pupil. Additional help is swiftly put in place and closely monitored if a pupil is struggling. Parents appreciate this and are delighted as problems are resolved rapidly.
- Teachers' performance development targets are thoughtfully designed and well matched to their experience and responsibilities. Staff say they have had access to high-quality training through the local teaching school and the local authority. This has resulted in improvements in teaching and outcomes in mathematics.
- Leadership of the early years foundation stage provision is good. Children learn through an appropriate balance of play, active learning and investigation, together with a more formal approach where they learn alongside their peers in key stage 1. Activities are well designed to allow the children time to make links between ideas and develop strategies for solving problems. Consequently, they are developing independence and resilience well.
- Pupils enjoy the breadth of the curriculum and are particularly enthusiastic about their learning outdoors, especially in the forest area. The school has yet to capitalise fully on the rich opportunities it provides that could inspire pupils to an even deeper love and thirst for learning. For example, opportunities are missed to develop extended writing and application of mathematics across a wide range of different subjects.
- The curriculum strongly supports pupils' spiritual, social moral and cultural development. There are many opportunities for learning about the local culture and economy through a wide range of visits. They include trips to Harlow Carr Gardens, Flamborough Head, Knaresborough Market, Harrogate Flower Festival and Castle Museum in York. Pupils also have a deep awareness of other cultures and religions within modern British society and have visited a number of religious centres.
- Pupils consider national and world events on a daily basis. Teachers use these to help them understand the plight of refugees and they have been used as a context to help pupils understand the dangers of radicalisation and extremism. Pupils follow the progress of national elections and have a growing understanding of the values that underpin life in Modern Britain.
- The government's additional primary sport funding has been well used. Pupils enjoy the range of sports available and at playtime they enthusiastically select activities to further develop their successful sporting skills.
- Leaders and governors ensure that there is equality of opportunity and ensure that the individual needs of every pupil are met successfully. Additional funding provided for any pupils who have special educational needs or disability and any pupil supported by the pupil premium is used well to secure strong progress.
- Harmonious, caring and supportive relationships characterise the school. There is no discriminatory or prejudiced behaviour of any kind.
- **The governance of the school**
 - Since the last inspection, governors have undertaken training and now provide the right balance of challenge and support to the headteacher. They understand the needs of the school well. The impact of their commitment to change can be seen in the improvements to the quality of teaching and the outcomes for pupils.

- Governors have a good understanding of the school’s performance data and what needs to be done to improve further. They give a great deal of time to ensuring that they have detailed knowledge of the school and can be purposeful in their support.
- Governors fulfil their statutory duties well, including performance management arrangements for the headteacher. They manage the financial resources of the school so that it can function effectively.
- The arrangements for safeguarding are effective. Governors and staff have had appropriate training and are vigilant in keeping their pupils safe in education.

Quality of teaching, learning and assessment is good

- Good-quality teaching together with high expectations of what pupils can achieve are driving improvements in rates of progress successfully. Learning proceeds at a good pace and resources to support learning are managed well.
- The children in the early years are thriving and excited about the interesting activities prepared for them. Their progress is very carefully monitored so that learning is planned to meet their developmental needs rapidly.
- Teaching is planned for each class based around a common theme. For example, in the youngest class (Reception, Year 1 and Year 2) a lesson began with the class recalling events from their visit to Harlow Carr Gardens. The key stage 1 pupils readily worked with the reception children. These activities not only enhance the personal and social development of the reception children, but also develop their speaking and listening skills. Younger pupils then worked outside to sequence pictures of their visit, recount events and match key words to activities, while older pupils learned the skills in writing a formal letter of thanks, recounting the visit.
- Teachers’ good subject knowledge and careful assessments of pupils’ achievements enable them to plan learning that matches the needs and abilities of all pupils. Explanations are very clear and pupils settle quickly to work.
- In mathematics, teachers make extensive use of practical equipment so that mathematical concepts are deeply embedded and understood. Pupils are given time to explore and investigate mathematical problems. For example, in Year 6, pupils used a wide range of skills to plan and manage the finances of a theme park of their own design, including set-up costs, running costs and profit margins. Absorbed in the project, they worked with independence for a significant time, stopping only to discuss emerging problems with each other.
- Teachers identify pupils who are falling behind very quickly and act to resolve difficulties. They are proactive in developing pupils’ independence, providing them with a host of useful resources to help them develop their writing, reading and mathematics.
- Highly skilled teaching assistants are well deployed and contribute strongly to all pupils’ learning, both inside and outside the classroom, in small groups and with individuals.
- Pupils’ mastery of reading is a strength of their learning. Phonics teaching (letters and the sounds that they make) is highly effective. Pupils from Year 1 to 6 were heard reading both fluently and with meaning. Their love of reading was tangible. Pupils read widely and often. When reading to the inspector, the youngest pupils were able to tackle difficult and unfamiliar words, talking readily about the stories they enjoyed.
- The needs of the most able pupils are well met. They enjoy the range of challenging tasks and show a good level of resilience and independence. They were able to concentrate for substantial periods of time and use appropriate resources to find and work things out for themselves.
- Teachers’ questioning is used well to identify and resolve misconceptions in learning. On occasions, questioning is moved on too quickly with the result that opportunities to really deepen and challenge thinking are missed. Teachers’ feedback to pupils is helpful but at times can be a little vague, which hinders pupils from being able to improve their work as effectively as they might.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is good.

- Pupils are confident, respectful and polite. They respond quickly to guidance and work hard in their lessons. Attitudes to learning are good, they take pride in their work and there are no disruptions to the flow of learning.
- In the school playground where there is limited space, pupils are careful and considerate for others as they move around and play. They value and enjoy opportunities to learn in the forest setting which has become their own outdoor classroom.
- Pupils say they feel very safe. They have been well taught to know how to stay safe in a range of situations including on the internet and when using mobile phones. They are very aware of what to do if they feel threatened in any way.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils exhibited pride in their work as they showed the inspector the displays and photographs of their activities with the local sports council, celebrations held by the school to commemorate VE day and artwork they had created of the Blitz.
- In considering how they would respond to a potential new pupil joining the school, pupils showed great care for another's needs. They were concerned only with the new child's welfare, what help they could offer and how they could reassure them that they were in a safe and friendly school.
- In the early years, high-quality, trusting relationships between staff and children ensure that children's emotional needs are well met. The children are happy and confident, full of energy and enthusiasm and very able to concentrate on a task for a period of time or learn through their active play.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are adamant that there is no bullying of any kind in school. They are aware of different forms of bullying, including cyber bullying. They say they enjoy each other's company and relationships are strong. If there are occasional disagreements, they are quickly resolved.
- Pupils know what is expected of them. They move around the school and on the stairs, with care and consideration, knowing that space is restricted. They settle very quickly in lessons and respond thoughtfully to support and guidance.
- Behaviour seen in lessons, at playtimes and when working in the forest was outstanding. Incidents of poor behaviour are rare and acted on quickly. On these occasions, pupils must reflect on the impact of their actions so that they know how to react in future.
- Pupils enjoy coming to school. Their attendance is good and no pupil is persistently absent.

Outcomes for pupils

are good

- Since the last inspection, the quality of teaching in mathematics has significantly improved and is rapidly becoming a strength. Every pupil in both classes has made good or better progress in reading, writing and mathematics from their starting points in September 2015. This is because careful monitoring of progress means that teachers' planning links tightly to the next steps in learning.
- An analysis of pupils' work showed that they made good progress in a range of other subjects including science, French and history.
- Pupils' attainment at the end of key stage 2 in 2015 was above average. Every pupil made at least the progress expected of them in reading, writing and mathematics, with a number of results showing even greater progress.
- Pupils' attainment at the end of key stage 1 was above average in 2015 and the progress made by pupils from the end of early years to the end of key stage 1 was good.
- All pupils achieved the expected level in the phonics check at the end of Year 1, and inspection evidence shows they have used their phonics skills well to become confident readers.
- Children in the early years make good progress from their starting points as a result of good-quality teaching and high expectations of what they can achieve. They are challenged to think for themselves and are thriving as a result of a rich array of experiences.
- In 2015, no pupils eligible for the pupil premium and no pupils who have special educational needs or disability were of the age to be involved in national assessments at the end of key stage 1 or key stage 2. Numbers currently in the school are very low and current information indicates that all groups of pupils are making at least good progress in their learning.

- The most able pupils in the school are making rapid progress and working at a greater depth within the study programmes for reading, writing and mathematics. They are keen to learn and are working with increasing independence, showing real interest in their studies.

School details

Unique reference number	121721
Local authority	North Yorkshire
Inspection number	10012000

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

Type of school	Primary
School category	Foundation
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	17
Appropriate authority	The governing body
Acting Chair	Angela Pugh
Headteacher/Principal/Teacher in charge	Susan Fernyhough
Telephone number	01423 330313
Website	http://nunmonkton.org
Email address	admin@nunmonkton.n-yorks.sch.uk
Date of previous inspection	4 March 2014

Information about this school

- This is a very small rural school.
- Almost all pupils are White British and most speak English as their first language.
- The proportion of pupils who have special educational needs or disability is well below average.
- The proportion of pupils supported by the pupil premium is well below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The numbers of pupils in the early years foundation stage are too low to report on in a separate section. Aspects of this stage are threaded throughout the report.
- There are two classes: one for Reception, Year 1 and Year 2; and another for Year 3, 4, 5 and 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector observed teaching and learning across a wide range of lessons, including one that took place in the local forest. She talked to pupils in lessons, during playtimes and in addition met a group of pupils at lunchtime.
- The inspector heard six pupils read from both key stage 1 and key stage 2.
- Meetings were held with the acting chair of the governing body and two governors, the headteacher, the subject leader for mathematics and also the school improvement advisor appointed by the local authority.
- A range of evidence was examined, including the school's self-evaluation and development plans, systems to track pupils' progress, work in pupils' books, minutes of governing body meetings and documents relating to attendance and behaviour.
- Information for parents published on the school's website was closely examined.
- Account was taken of the views of parents through the 10 responses to Ofsted's online questionnaire (Parent View), together with those of three parents who spoke to the inspector at the end of the school day.
- The inspector evaluated 15 responses to Ofsted's pupil questionnaire and three responses to the staff questionnaire.

Inspection team

Janice Gorlach, lead inspector

Ofsted Inspector

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