

# Inspection of a good school: Melsonby Methodist Primary School

West Road, Melsonby, Richmond, North Yorkshire DL10 5ND

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Inspection dates:

20 November 2019

## Outcome

Melsonby Methodist Primary School continues to be a good school.

## What is it like to attend this school?

Pupils flourish in this small village school. At the heart of the school are the strong Christian values of loving and respecting others. They manifest themselves in caring pupils, who are respectful, polite and well mannered. Pupils told us that, 'Because it's not a big school, we are all friends with each other, and we all know each other and feel safe.'

Pupils' behave well because they know what the right thing to do is. Bullying is rare. There are no incidents of bullying or inappropriate behaviour recorded over several years. Pupils know what bullying is, and the different forms it can take. They are confident that teachers will sort out any concerns they may have straight away.

Attitudes to learning are exemplary. Pupils try hard to do their best at all times. They understand that sometimes we can make mistakes. They know that mistakes can lead to new and improved learning.

Parents are supportive of the school. Almost all parents responded to the online survey. Parents value the breadth of study pupils get at Melsonby. They acknowledge how this prepares their children for the next stage. As one parent said: 'Melsonby provides a well-rounded curriculum, nurturing holistic learning and catering for the well-being of all the pupils' needs, not just academic.'

## What does the school do well and what does it need to do better?

There is a strong vision for the school curriculum. It seeks to instil in all pupils, curiosity and resilience. It includes community events, forest school activities, visits and competitions. This is leading to much success for pupils.

There is strong collaborative practice with their federated school. This has led to a shift in subject leadership. Those new to subject leadership are developing their role between schools. Staff are embracing the new challenges this brings. They access quality training to help them. Not all subject leaders check the impact of their work.

In mathematics, leaders are ambitious for all pupils. This includes those pupils with special educational needs and/or disabilities (SEND). Teachers expect all pupils to try their hardest and become competent and confident mathematicians. The curriculum is well planned to achieve this. Pupils secure mathematical fluency before moving on to mathematical reasoning and problem-solving. It is an expectation that all pupils will do this. Schemes of work set out what pupils will learn. This is appropriate for pupils taught in mixed-age classes. Classroom resources are well chosen to support pupils' learning. Pupils use the resources independently to help them in their learning.

Reading has high priority at the school. The new subject leader has raised the profile of reading even further. The recent library refurbishment has had considerable investment with new books and furniture. Every pupil has chosen their own collections of stories and poems to go in the library. Pupils valued this opportunity. Pupils in Reception class get off to a good start in acquiring their phonics knowledge. All pupils receive a daily phonics lesson in class 1. The phonics programme is well mapped out. This enables all pupils to know the all the sounds they need for the phonics screening check in Year 1. Over time, all pupils have been successful in this. All teachers follow the same process so that pupils can use their phonics to read and spell. Reading books match pupils' phonics knowledge. This helps pupils to become confident readers.

Leaders are reviewing the curriculum for foundation subjects. There is an established knowledge-based curriculum already. This matches the expectations of the national curriculum. Pupils build their knowledge in a range of subjects over time. Schemes of work do not identify how pupils' subject-specific skills will build in the same way. For example, in pupils' science books, there are lots of key scientific facts. There is very little evidence of pupils investigating. In discussion, pupils found it difficult to use these facts to explain why things happen. Some of the older pupils struggled to use the correct scientific vocabulary. Leaders know this aspect of their curriculum needs to improve. Leaders are taking the right action to strengthen the schemes of work further.

Pupils with SEND get the right support. They play a full part in school life. The special educational needs coordinator (SENCo) is knowledgeable and very supportive of staff. She works well with other agencies.

This is a happy school. Staff work hard and are supportive of each other. They know the pupils well and know where pupils are in their learning. Changes to the school's approach to assessment and feedback have eased staff workload. Staff are grateful for this.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff who work at the school undergo detailed employment checks. Such checks are kept on the single central record. This is well maintained.

Staff undertake regular training. They know the important role they play in keeping pupils safe, as do governors. At every staff meeting, and governing body meeting, safeguarding

is discussed. This makes sure anyone with responsibility is aware of local risks and any updates.

Safeguarding incidents are rare. When they do occur, referral is swift. Leaders follow the advice and guidance from external agencies. This makes sure any ongoing support is appropriate.

Leaders are not complacent. They make sure the curriculum equips pupils with the knowledge and skills they need to stay safe. Pupils could talk about the risks associated with online gaming and social media.

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

### **(Information for the school and appropriate authority)**

- Not all schemes of work map out how subject-specific skills will be developed, or the key subject-specific vocabulary pupils will need to learn. As a result, some pupils find it difficult to use their knowledge to explain how and why things happen. This is particularly the case in science. Leaders need to strengthen their schemes of work by mapping out in detail how pupils' subject-specific skills will build, and how pupils' subject-specific vocabulary will be extended, in order for all pupils to have a deep understanding of all subjects and to be able to use reason and explain with confidence.
- Some subject leaders are new to the role. They have not begun to play a full part in checking how well any changes they make to curriculum planning are being implemented. Senior leaders must continue to support and develop those staff new to subject leadership so that they can drive through improvements in their subjects and monitor effectively the impact of their work, and thus increase the capacity for continued improvement.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Melsonby Methodist Primary School to be good on 5–6 July 2011.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121543
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10097591
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	20
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stuart Priestly
<b>Headteacher</b>	Trevor Watson
<b>Website</b>	<a href="http://www.melsonby.n-yorks.sch.uk">www.melsonby.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	December 2015

## Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils who are disadvantaged or with SEND is smaller than the national average.
- There is an executive headteacher arrangement between Melsonby Methodist and North and South Cowton Primary School. Both schools formally federated in May 2019.

## Information about this inspection

- During the inspection, we met with curriculum leaders for mathematics, science and reading, as well as the SENCo. Meetings were also had with the headteacher, members of the governing body, including the chair, and a representative of the local authority.
- As part of the inspection, we looked at how well school leaders provide safeguarding training and updates for staff and create a culture of vigilance. We talked to the dedicated lead for safeguarding and reviewed safeguarding documents and records for referrals.
- We agreed with the headteacher to carry out a review of reading, mathematics and science as part of the inspection. Together with curriculum leaders, I completed connected inspection activities that included discussion with pupils, staff and curriculum

leaders, a review of schemes of work and pupils' books, and I completed lesson visits.

- We reviewed the wider curriculum and pupils' involvement in after-school clubs, events and visits. We also looked at how well leaders protect pupils from bullying and manage staff workload and well-being.

### **Inspection team**

Diane Buckle, lead inspector

Her Majesty's Inspector

Melanie Maitland

Ofsted Inspector

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