



Leeming and Londonderry Community Primary School

Inspection Report

Unique Reference Number 121293
LEA North Yorkshire
Inspection number 280974
Inspection dates 16 November 2005 to 16 November 2005
Reporting inspector Mrs Judy Jones CfBT Lead Inspector

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

Type of school	Primary	School address	Roman Road
School category	Community		Leeming
Age range of pupils	4 to 11		Northallerton, North Yorkshire DL7 9SG
Gender of pupils	Mixed	Telephone number	01677 422160
Number on roll	42	Fax number	01677 422160
Appropriate authority	The governing body	Chair of governors	Mr R Kirk
Date of previous inspection	15 November 1999	Headteacher	Mrs R Sykes

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Leeming and Londonderry is a small rural school. All children come from white British families and there are very few children with learning difficulties and/or disabilities. Children are taught in two main teaching groups, but are often split into smaller groups according to age. There is a small group of Reception children. The attainment of children when they start school is broadly average.

The school is working towards the Healthy Schools Award. There has been a change of headship since the previous inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The inspection judgements generally match those in the school's self-evaluation except in pupils' personal development, which is outstanding. The school modestly graded this aspect as good. The school is led outstandingly well by the headteacher with clear vision for future development. She is fully supported by an effective staff and governing body. Consequently the children learn well. There is good provision for children who start in the Reception class. They make good progress and attain at least the expected standards by the end of their Reception year. Children continue to make good progress in key stages 1 and 2 and attain above average standards. Teaching is always at least good. There are opportunities, however, to improve the standard of teaching still further by targeting questions to children more accurately when groups with a wide age range are being taught together. The school has made good improvement since the last inspection. Although provision for information and communication technology (ICT) has improved significantly children have only limited opportunities to use computers for data-logging and control. The school takes particularly good care of all its pupils equally well. Children enjoy school and their behaviour and attitudes to learning are exemplary. They respond extremely positively to the good curriculum and the exceptionally enriched activities on offer. The school gives good value for money and has good capacity to improve further.

What the school should do to improve further

- Ensure that in whole class discussion teachers target questions to children appropriately to make sure all are fully engaged all the time.
- Increase children's opportunities to use computers for data capture and control.

Achievement and standards

Grade: 2

Most children enter the Reception class with skills usually expected for children of this age. They make good progress and by the end of the year, most achieve the nationally expected targets and a small minority exceed them. Children continue to make good progress throughout the school and by the end of both key stages standards are above average.

The school met its challenging targets in 2004 and again in 2005.

Standards of written work are high and the older children write with fluency and imagination. Work by Year 6 children in history, for example, is very good, and shows evidence of well planned research using books and the internet. Work is well presented in all ages and ICT is used well. For example, older children use computer drawn graphs to display results of science investigations.

Children of all abilities make good progress. The school's focus on basic skills leads to good progress in reading, writing and numeracy across the curriculum.

Personal development and well-being

Grade: 1

Children's personal development is outstanding. Their attitudes to school and work are exceptionally good, and they are attentive and cooperative in lessons, even though some of the youngest are clearly tired by the end of the afternoon. Their knowledge of their own and other cultures is good. Behaviour at all times is exemplary because from the earliest age children are taught the difference between right and wrong and see examples of good behaviour all around them. Spiritual development is fostered through well planned teaching in religious education, sensitive assemblies and the ethos of the school generally.

Attendance is significantly above average and there are no instances of unauthorised absence. Children enjoy their work and all the other activities and talk fluently and with enthusiasm about what they are doing. They understand the importance of a healthy diet and exercise and are encouraged to lead a healthy lifestyle.

They work and play safely, with consideration and kindness for others. Their ability to form relationships and work together is a firm foundation for their future economic well-being.

Children have very responsible attitudes to their school and the wider community. They respond, for example, with enthusiasm to opportunities to make a contribution to lessons or activities and members of the school council are very keen to do their best for their fellows and are full of ideas about ways to contribute to charities.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, so consequently children learn well. Teachers plan well with good attention to the needs of all children. In whole class sessions teachers manage a wide age range well, though there is scope sometimes for making sure all respond by targeting questions so that all are drawn in at an appropriate level. Written work is very well chosen so that all carry out tasks that are suitable to the individual. There are usually three or four activities in each written session, all based on the main focus of the lesson but of varying degrees of difficulty. This is possible because teachers assess children's attainments accurately. Children do not know their National Curriculum levels but this is not a disadvantage; they learn well because they know what to do and understand what they have to do to improve. The effective target setting system requires children to write down their targets and note when they have achieved them. This leads them to assess their own work routinely and be aware of their own learning.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. It meets statutory requirements and includes outstanding opportunities for enrichment that relate closely to what children are learning in class. For example, literacy, art and geography are all based on India this term and during a theme day all children were involved in learning Indian dances and stories and cooking traditional Indian dishes, in preparation for a celebration evening where the children performed plays and dances, and served food to parents and friends.

The use of ICT has improved greatly since the previous inspection, but children still do not have many opportunities to use computers to control systems, or to collect information such as changing temperatures.

Additional activities help children understand that they live in a country of many races and beliefs. Visits to festivals and temples in nearby cities supplement a close link with a school in Nigeria in fostering interest in others unlike themselves.

Care, guidance and support

Grade: 1

Care, guidance and support for children are outstanding. All adults working or helping in the school know and care for every child. The ethos of respect and care for all is underpinned by the example set by the headteacher who treats everyone from the youngest child upwards with courtesy and respect. Children with learning difficulties and/or disabilities are supported particularly well and individual plans for them are very clear with achievable targets understood by the children as well as by teachers and parents. There is good planning to provide gifted and talented children with stimulating activities.

Children respond well to the opportunities to take responsibility, for example through managing arrangements for assembly.

Arrangements for keeping children safe are well established and thorough and agreed by the governing body.

Leadership and management

Grade: 2

The quality of leadership and management are good overall. The headteacher leads the school exceptionally well with clear vision for improvement.

Systems are clear and efficient and well thought out. The arrangements for sharing work between part-time staff work well and responsibilities are fairly divided.

Planning at all levels is extremely good and the school's self-evaluation is rigorous and leads to improvement. For example evaluation of children's work and test results led to teachers concentrating on writing for all ages, with consequent improvement.

Governors have a wide range of skills amongst them which they employ tirelessly for the good of the children. They have taken the lead in a number of important issues such as planned improvements to the building and widening the key area for the development plan from literacy to basic skills.

Parents are closely and actively involved in the school and are very pleased with the education it provides for their children. In letters to the inspector several said how well their older children are now doing at secondary school as a result of the good primary education they had. Children also are fully involved in the life of the school. They are listened to, and through the school council that is chaired by a Year 6 pupil, they have a say in such matters as the way money is raised for charity and provision for their own outdoor activities. Council members told the inspector 'it's the job of councillors to find out what the others want and make the school better for them.'

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you all very much for being so helpful when I visited your school. I enjoyed my day very much and found out a lot about Indian dancing as well as about how you are getting on at school.

What I liked about your school:

- Mrs Sykes and all your other teachers and helpers care for you very much and help you to do well. You also care for each other and work and play together happily
- your teachers make your lessons interesting and see that the work is not too easy, nor too hard to be discouraging
- there are a lot of very interesting trips and activities that teach you about the lives and beliefs of many different people
- teachers listen to you and give you plenty of opportunities to help in the way the school runs, and to make improvements, like buying more playtime equipment.

What I have asked your teachers to do now

- Ask everyone questions during discussions to make sure you all take part.
- Give you more opportunities to use computers with other equipment that will let you control things you make in technology, or take measurements in science investigations.