



Lealholm Primary School

Inspection Report

Unique Reference Number 121295
LEA North Yorkshire
Inspection number 280975
Inspection dates 12 October 2005 to 12 October 2005
Reporting inspector Mrs Lesley Clark CfBT Lead Inspector

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

Type of school	Primary	School address	Lealholm
School category	Community		Whitby
Age range of pupils	5 to 11		North Yorkshire YO21 2AQ
Gender of pupils	Mixed	Telephone number	01947 897401
Number on roll	46	Fax number	01947 897401
Appropriate authority	The governing body	Chair of governors	Mrs J Smith
Date of previous inspection	20 March 2000	Headteacher	Mrs J Newton

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a very small school on the edge of the North York Moors, serving several villages and outlying farms. Although most pupils are still from within the catchment area, over half come to school by minibus, a change since the last inspection when most pupils lived locally. Socio-economically the school is average. The surrounding area is less prosperous than it was, though the number of pupils known to be eligible for free school meals remains below average. The proportion of pupils with learning difficulties and/or disabilities at 30% is much higher than average. All the pupils are white British. Frequently, when children start school their attainment is broadly average, but last year it was below, reflecting the changing nature of the intake of pupils since the last inspection. There were no children of Reception age at the time of the inspection, although a small number are expected to start in January 2006.

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 a caring, family atmosphere where children enjoy learning. It gives good value for money. Attendance and behaviour are outstanding and the school prepares pupils extremely well for their future life. Standards are generally high at the end of Year 6. Changes in the school's intake, with a far larger proportion of pupils with learning difficulties and/or disabilities, are increasingly reflected in lower standards at the end of Year 2. Nonetheless, all pupils make good progress throughout the school. This is because of good teaching and good provision for pupils' personal development. Provision for children in the Foundation Stage is good and planning shows good opportunities for children to choose interesting activities both indoors and outdoors. Despite some limited resources for outside play for this age group, the curriculum is imaginative and enables children to achieve well. The curriculum as a whole is outstanding, giving pupils a rich and well-rounded education. Pupils are well looked after and lead healthy lives. All pupils are valued at the school and play a full part in the many community projects. Leadership and management are good and governors give effective support to all aspects of school life. The school recognises there is a need to simplify assessment procedures to provide an overview of pupils' progress through the school. It also recognises that pupils should be more closely involved in checking their work against their individual targets. The school's self-evaluation is accurate and excellent use is made of it to drive the school forward. Improvement since the last inspection is good and the school is well placed to improve at a similarly good rate.

What the school should do to improve further

- ensure assessment procedures provide an overview of how well different groups of pupils are doing
- give pupils greater responsibility for checking whether they have met their individual targets and are ready to move on
- establish a means of giving pupils an independent voice in what goes on at school.

Achievement and standards

Grade: 2

The school's evaluation is accurate: achievement and standards are good. The last five years have seen a switch from above average attainment on entry to school, to below average for the current pupils in Years 1 and 2. The school's assessments point to children making good progress in the Foundation Stage. Standards are close to average at the end of the Reception year, indicating good achievement. Pupils continue to make good progress in Years 1 and 2. Although there is a declining trend in standards at this age, it is linked to changes in the school's intake. Currently, half the pupils in these year groups have learning difficulties and/or disabilities. Standards are generally higher in reading and mathematics than in writing at the end of Year 2, with over a third of pupils exceeding national expectations. Standards are high by the end of Year

6 in English, mathematics and science. This is good progress from an above average baseline and a steady trend fulfilling the school's targets of 100% of pupils meeting nationally expected levels. Boys and girls with different needs and capabilities do equally well. Year 6 pupils say they really enjoy English and science: 'The most exciting science experiment was when we watched teeth dissolve in water, sugar and vinegar'.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good because they are nurtured well. Their spiritual, moral, social and cultural awareness are good and they have good opportunities to learn about other cultures, for example, through geography. Pupils thrive in the school's inclusive atmosphere, growing in maturity. Boys in particular develop well, becoming 'thinkers' as well as 'doers'. Outstanding involvement in initiatives, such as an enterprise project, gives pupils a well-developed sense of responsibility for their age as well as economic awareness. The involvement of pupils in agreeing class codes of behaviour is effective and results in behaviour throughout the school that is outstanding. Year 6 pupils relished inventing 'Rules of Badness' for Mr Wolf, giggling appreciatively at one rule: 'If it squeaks, eat it!'

Attendance is excellent because pupils love coming to school. They declare that the best things about their school are their teachers and the Friday afternoon 'free time' when they have a chance to pursue individual interests. They would like a forum to debate ideas in a small group and not in whole school assemblies. Relationships throughout the school are happy and harmonious. Pupils with significant learning difficulties and/or disabilities are helped discreetly and kindly by their friends. Bullying is not a problem. Despite having individual targets, pupils are not fully aware of how good their work is and what they need to do to improve it.

Quality of provision

Teaching and learning

Grade: 2

The inspection agrees with the school's self-evaluation that teaching and learning are good. In both classes, teachers and teaching assistants cater well for a very wide range of abilities and ages, giving a lot of individual support and attention to those who have specific needs. As a result, pupils achieve well. Teachers' good subject knowledge means they teach confidently and in a style, which carries learners along in an enjoyable and productive way. The level of challenge is high for more able pupils and teachers carefully organise groupings so that less assured learners do not feel inhibited. Those with additional learning needs have work that is well matched to their requirements, based upon accurate assessment. Specialist teachers give an effective boost to standards in information and communication technology and music, which further encourages effective individualised learning. However, the school has different assessment systems which duplicate information and make it hard to track the progress of different groups

of children as they move through the school. Pupils know they have individual targets but do not necessarily relate these to their work. Consequently, mistakes tend to recur.

Curriculum and other activities

Grade: 1

The school's evaluation of this aspect is over-modest: the curriculum is outstanding. It is interesting and extremely enjoyable, with productive links with other schools to widen its relevance to pupils. The strong emphasis on teaching the basic skills of reading, writing and numeracy contribute well to pupils' later progress. This is counterbalanced by the creative linking of subjects so that pupils practise these skills. For example, younger pupils grew vegetables, following the instructions on seed packets, and later turned them into chutney, which they priced and sold at a harvest fair organised and run by older pupils. Provision for pupils with learning difficulties and/or disabilities is good and groups of pupils who require a modified curriculum are enabled to work at a rate that best suits their needs. Most pupils learn a musical instrument. Despite the lack of a school hall, there is a strong emphasis on healthy living with extensive sporting activities, both during lessons and after school.

Care, guidance and support

Grade: 2

This aspect is good rather than outstanding as judged by the school. There are undoubted strengths in the pastoral care and support given to pupils and there are effective systems to ensure child protection and pupils' health and safety, including healthy eating. Trusting relationships between staff and pupils foster their mutual respect and create a happy working environment. The school works well with parents and outside agencies to ensure that pupils, including those with learning difficulties and/or disabilities, make good progress. There is exceptional provision to promote pupils' future economic well-being with strong involvement of pupils in planning and running major community projects. Good levels of academic support are given in class but assessments of Reception children's progress are not sufficiently detailed or regular. Assessment of other pupils' progress is too complicated to provide a clear overview and to check that pupils reach appropriately challenging targets.

Leadership and management

Grade: 2

The inspection agrees that the school is well led and managed, a view held by parents too. There is a strong team spirit generated by staff who work closely together. There have been considerable improvements in the last five years, particularly in the curriculum and developing the building and resources for learning. The school's self-evaluation is realistic and the school's long-term improvement plan is appropriate. The current initiative to generate better writing earlier through involving pupils in dramatic re-telling of stories is proving fruitful. Successful procedures are in place to monitor the school's work and creative use of staffing has brought greater diversity

to both teaching and learning, as well as giving staff time for management, planning and preparation. Because of such measures, time is well-managed, despite the demands of a small school, where a few staff manage many areas. Financial management is good and has been sensibly delegated to a bursar who also works closely with governors. Governors are involved well and add to the school's efficient running through monitoring what goes on. The school is well run with some interesting current initiatives and exciting future projects planned. It is dynamic and forward thinking and there is a real sense of excitement at the way the school is now progressing. Parents and pupils are consulted well about what goes on in school through questionnaires. However, pupils would like a more pupil-directed forum to present their views. The school has good capacity to improve further.

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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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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?	2	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	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	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?	1	NA
How well are learners cared for, guided and supported?	2	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 for welcoming me to your school and for being so helpful and friendly. I enjoyed my visit and want to share with you what I thought about your school.

What I liked most about your school:

- I think that you are taught well and that your teachers make lessons interesting and enjoyable
- I am pleased that you all get on so well together and that you help each other to do interesting projects in the community
- I think you have an extremely interesting and varied range of work to do and that there is a lot going on both during and after school
- Your parents and carers are pleased that you come to this school

What I have asked your school to do now:

- I want to make your teachers' lives easier by sorting out how the school records your progress so the information can be used to check that you are all doing as well as you can
- I think that you should use your targets more to check how well you are doing and help you to stop making the same mistakes over again
- Lastly, I think you have some good ideas about your school and that you should have times when you could discuss these on your own, not necessarily in assembly.

I liked meeting you and talking to you and watching you learn and wish you well for the future.