



# Great Smeaton Community Primary School

## Inspection Report

**Unique Reference Number** 121297  
**LEA** North Yorkshire  
**Inspection number** 280977  
**Inspection dates** 16 November 2005 to 17 November 2005  
**Reporting inspector** Mrs Margaret Lewis CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Great Smeaton
<b>School category</b>	Community		Northallerton
<b>Age range of pupils</b>	4 to 11		North Yorkshire DL6 2EQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01609 881349
<b>Number on roll</b>	61	<b>Fax number</b>	01609 881349
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr S Sankey
<b>Date of previous inspection</b>	15 November 2000	<b>Headteacher</b>	Mr C Wood

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

The school is much smaller than average. It provides full time education for 56 pupils almost all of whom are from white British backgrounds. All speak English as their first language. Pupils attend from the surrounding area and have a wide range of family circumstances. No families currently claim free school meals. On entry to the school pupils' attainment is broadly in line with expectations for their ages. The percentage of pupils with learning difficulties and/or disabilities is above average. The school holds a Basic Skills Quality Mark and is working towards the national Healthy School Award.

## 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 that provides good value for money. The inspector's views closely agree with the school's own view of its effectiveness. Parents and pupils hold the school in very high regard. Pupils' personal development is outstanding. Pupils behave extremely well, are very happy so that they work hard and achieve well. Pupils also make good progress because of the excellent care, guidance, support and the good quality of education they receive. Year 6 pupils attain above average standards in English, mathematics and science. The school is inclusive. All pupils especially those with learning difficulties and/or disabilities receive high quality support. The quality of provision and standards in the Foundation Stage are good although there are no facilities for pupils' unsupervised outdoor play in a small designated, secure area. Teachers provide interesting learning experiences for pupils that are well matched to their abilities. New procedures for the assessment of English and mathematics have recently been implemented although some pupils are uncertain about what they need to do to improve. The headteacher leads and manages the school well. He shows strong commitment in both his role as class teacher and as leader and manager. The school has dealt effectively with the points raised for improvement in the previous inspection report although there is still more to do in extending the facilities for outdoor play for the youngest pupils. The school knows itself well and has a good capacity to improve further.

### **What the school should do to improve further**

- The school should continue to raise standards with the use of the assessment systems that it has recently put in place, and ensure that all pupils are fully aware of what they need to do to improve.
- Improve further the facilities for outdoor play activities for Foundation Stage pupils.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and make good progress throughout the school, including those with particular learning needs and those with high ability. The school targets set for pupils are met and in some cases exceeded. Pupils enter the Reception class with a wide range of attainment for their ages. They make good progress and by the end of Reception the majority achieve the learning goals expected of them in literacy, numeracy and in their personal development. Pupils continue to make good progress and some make excellent progress from their individual starting points. School results for pupils in Years 2 and 6 are affected adversely when there is an above average percentage of pupils with learning difficulties and/or disabilities. This was the case in the Key Stage 1 test results in 2004 which dropped to below average in reading, writing and mathematics because half of the pupils had learning difficulties and/or disabilities. Reliable school data indicate that the pupils currently in Year 2 and in the Year 6 group

are doing well. Standards in Year 6 are above average. Unvalidated results show an improvement in all subjects in 2005 when Year 6 pupils reached above average standards in English, mathematics and science. Pupils' skills are developing well in literacy, numeracy and information and communication technology ICT. This is preparing them well for their future.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well - being are outstanding. Pupils like school very much, they arrive early and eager to start the day and their attendance is above average. Their excellent behaviour, attitudes to work and relationships with others help create a very happy atmosphere that contributes to their success. Pupils quickly become mature and responsible and their actions reflect the values the school teaches them. They know that it would be hurtful to laugh at other's mistakes and older pupils show a kind understanding of the youngest. All pupils learn sign language and are proficient in signing greetings and prayers. This helps those few pupils with hearing difficulties be included in school life. The vast majority of pupils are polite, respectful and considerate.

The school is extremely successful in developing pupils' spiritual, moral, social and cultural awareness. Social skills are particularly well developed and helped by regular opportunities for pupils to work and play together. Pupils develop a very good awareness of how to take care of themselves. They know a lot about balanced diets, exercise and keeping safe, for instance from an early age they know about the dangers of playing with matches and the work of the fire service. They make an important contribution to the community through links with local and national charity work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and matches exactly the school's view of itself. The calm and yet very busy and purposeful atmosphere in lessons enables pupils to learn successfully and with considerable enjoyment. Work provided for them is well matched to their different learning needs. This enables the higher attaining pupils to extend their learning further. Excellent support from all staff benefits pupils who find learning difficult or have a disability. This is successful in removing barriers to their learning and helps them make good progress. Teachers make very good use of questioning to probe pupils' understanding, make them think and move their learning on. Learning is good when teachers listen carefully to what the pupils say and adjust their teaching to match the pupils' understanding. Interactive white boards are used effectively by all teachers to promote learning and engage pupils' interest. Teachers' written marking of pupils' work in Key

Stage 2 is of a high standard and is successful in helping pupils know where they need to improve. Careful assessments of pupils' learning in English and mathematics have recently been introduced and these are proving successful. Teachers know where pupils are and what they need to learn next although there are inconsistencies between classes of pupils' awareness of their individual targets for improvement.

## **Curriculum and other activities**

### **Grade: 2**

The school offers a rich curriculum that effectively meets the needs of all its pupils. The many worthwhile activities for pupils in both key stages, visitors into school and residential visits for older pupils greatly enrich pupils' learning and enable them to build successfully on their existing skills and knowledge. Clubs and activities before and after school, such as the Early Birds and Homework clubs promote pupils' achievement well. The good curriculum provided for pupils in the Foundation Stage has been greatly improved by the addition of an additional area to the classroom for an interesting activity area. However, there is no small designated secure outdoor play area for the youngest pupils where they can explore and play independently. All activities are carefully planned to match the needs of pupils with different capabilities and to prepare them successfully to learn for themselves in the future. Keeping safe and healthy is an important element of the curriculum. Exercise, healthy eating and the risks that pupils face as they get older, are regular planned features of the personal, social and health and citizenship (PSHCE) programme.

## **Care, guidance and support**

### **Grade: 1**

The inspection agrees that the level of care, guidance and support provided for pupils is outstanding. Teachers, support staff, parents and outside agencies work together to ensure pupils' well - being. This support is reflected in their good achievement and exceptional personal development. Staff keep a close check on pupils' academic and personal progress and take prompt action when any factors arise that could threaten their continuing development. Pupils' safety in school is paramount and any child who has difficulties or could be vulnerable is sensitively and effectively supported. Child protection procedures are well understood and conscientiously applied by all staff. Pupils benefit from trusting relationships with adults, helping them to feel safe. As a result, they learn well. The PSHCE programme and the pupils' suggestion box provides good opportunities for pupils to express their views and share in decision making.

## **Leadership and management**

### **Grade: 2**

The school rightly judges leadership and management to be good. The headteacher, alongside a heavy teaching commitment, has built a strong team and created very favourable conditions for learning. Equality of opportunity is at the heart of the school's work. Staff promote pupils' personal development and well - being

very effectively. The school is particularly skilled in developing links with parents, other schools and outside agencies. This focuses attention on pupils who need help and increases the support available. Self-evaluation is accurate and is considerably enhanced by seeking, taking account of and acting upon of the views of parents and pupils. The clear way that teachers' personal targets are linked to priorities in the school development plan ensures that the whole school pulls together effectively to make changes. Intended improvements are carefully checked. The continual focus on all staff developing their professional skills has contributed well to improvement since the last inspection. Governors ensure that all statutory requirements are met. They plan strategically for the future and have a good understanding of the school's strengths and areas for development. They provide good support and work effectively for the benefit of pupils, staff and parents. These factors illustrate the keen and considered commitment to improvement and reflect the school's good capacity to move forward.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	1	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	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 very much for welcoming me into your school. I very much enjoyed the chance to meet you and talk to you and your teachers. You told me lots about your school, the things you do and how you enjoy it. Yours is a good school and I was very impressed with how extremely well you behave, work and play together. You take good care of each other and are kind in making sure that no one is left out. You have even learned to sign so that you can talk to some of the others who don't hear so well.

Other things that I liked about your school were the fun you have at school and that you never miss it unless you really have to. There are interesting things to do before and after school. Those of you who come to The Early Birds' club enjoy it and those of you who go after school to the Homework Club and Extra Maths Club work hard to improve. In lessons you work hard, listen carefully to your teachers and make very good contributions to discussions. Your teachers teach you well and give you interesting things to do in lessons. All the adults in school work hard to help you do your best.

I was very impressed with the way your school takes care of you and helps you grow up well understanding how to eat healthily and to enjoy exercise. You are learning to be responsible and independent. The visit by the firemen who brought their shiny new fire engine was great, we all really enjoyed it and I'm sure you learned a lot about keeping safe and not to take any risks in the case of a fire.

Your headteacher runs your school well. He and the other teachers care very much about every one of you and know exactly how you are doing.

To make things even better I am asking your headteacher and teachers to make sure that the children in the Reception class have an outside play area especially for them; to continue checking your work in the way they do and make certain that you are all very clear in your minds what you each need to do to improve your work.

Keep on working hard and enjoying school.