



Leyburn Community Primary School

Inspection Report

Unique Reference Number 121304
LEA North Yorkshire
Inspection number 280980
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Mrs Margaret Lewis CfBT Lead Inspector

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

Type of school	Primary	School address	Wensleydale Avenue
School category	Community		Leyburn
Age range of pupils	3 to 11		North Yorkshire DL8 5SD
Gender of pupils	Mixed	Telephone number	01969 623 187
Number on roll	233	Fax number	01969 625 498
Appropriate authority	The governing body	Chair of governors	Mr J Morton
Date of previous inspection	10 July 2000	Headteacher	Mr M.G. Clarkson

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is of average size. Pupils attend from Leyburn and from nearby farms and villages. Almost all pupils are of white British heritage and all speak English as their first language. Attainment on entry to school is below average. The percentage of pupils with learning difficulties and/or disabilities is below average. Since the last inspection a new headteacher has been appointed and the number on roll has increased rapidly with a high number of pupils joining the school at times other than the usual starting point. The percentage of pupils eligible for free school meals is very low. The school received School Achievement Awards in 2001-2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Leyburn Primary provides an outstanding education for its pupils. Excellent learning takes place and the school provides extremely good value for money. Pupils' enthusiasm for learning is reflected in their above average rates of attendance. Parents have a well founded confidence in the school. Pupils of all ages are extremely well cared for and made fully aware of the benefits of a healthy lifestyle and how to stay safe. Quality and standards in the Foundation Stage are good, although those pupils born in the summer months have less full-time provision in the Reception class than others and find it harder to catch up. Pupils make outstanding progress overall because teaching and learning are excellent. By Year 6 pupils reach well above average standards. They gain a very good understanding of English, mathematics, science and information and communication technology (ICT). Standards in reading are excellent; however results are not as high in writing. The effective curriculum is enriched by a wide range of activities. This contributes significantly to the high level of interest pupils have in school and to their outstanding achievement.

The school is extremely well led by the experienced headteacher who is focused on raising standards and providing the best education for all the pupils. Senior managers have an excellent understanding of what needs to be done to achieve the priorities in the development plan and the school is well placed to succeed. Self evaluation has the rigour to reveal the reasons for any weaknesses in pupils' achievement. Action to raise standards is purposeful and successful. The school dealt swiftly and effectively with the issues from the previous inspection.

What the school should do to improve further

The school has already identified that in order to build on its strengths it should focus on:

- raising standards in writing to reflect the high levels achieved in other subjects
- continuing to develop the Foundation Stage to ensure its cohesion as a unit for learning and teaching.

Achievement and standards

Grade: 1

Inspectors agree with the school that pupils' achievement is outstanding overall. Pupils make good progress in the Foundation Stage from their overall below average starting points. Most reach the expected levels for their ages by the time they begin Year 1, although this is not the case for those born in the summer who had less full-time schooling and lag behind the older five year olds. Pupils achieve highly in Years 1 and 2 although the difference between the older and the youngest pupils is still evident in the school's national test results at Year 2. However, in 2005 a significantly higher percentage of pupils achieved the higher level in reading, writing and science than in the 2004.

Standards at the end of Year 6 are well above average in English, mathematics and science. This shows an improvement in science where there has been a significant rise in the percentage of pupils achieving highly. Pupils achieve exceptionally well in reading and well above average standards in ICT. Although standards of pupils' writing are in line with the national average, when they leave the school fewer pupils reach the higher level than in other subjects. The school has good strategies in place to raise standards in writing. It provides well for all groups of pupils including those with higher attainment, gifted and able and those with learning difficulties and/or disabilities. The school sets challenging targets for pupils at Year 6 and these were exceeded in 2005.

Personal development and well-being

Grade: 1

Inspection findings are consistent with the school's judgement that achievement in this area is outstanding. Pupils develop high levels of maturity and social awareness which result in excellent relationships and attitudes to work. Their spiritual, moral, social and cultural development is outstanding. Attendance is above the national average indicating their eagerness to enjoy all that the school offers. Comments such as, 'We are very lucky to come to this school' and the way they describe how teachers make lessons interesting show how much pupils appreciate their learning. Pupils describe their school as 'friendly and caring' and have a strong sense of duty towards maintaining that ethos. They understand what is acceptable and value the code of conduct. As one pupil remarked, 'The rules are for our safety, they are not restrictive.' Behaviour in lessons and around the school is often exemplary. Cultural differences are recognised and pupils express firm positive views about the dignity and rights of others. Links with a city school, taking part in local festivals and helping to organise fundraising events helps them understand the roles and responsibilities of living in a community. Pupils are fully aware of the need to develop safe and healthy lifestyles. Healthy snacks are part of the daily routine and pupils speak enthusiastically about the healthy choices of food offered at lunchtimes. In lessons pupils learn about the importance of diet, exercise and personal hygiene. These skills augmented by their well above average competencies in literacy, mathematics and ICT prepare them well for their future well-being.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. This is better than the school's view of itself which is too modest. Teaching and learning have been areas the school has emphasised since the previous inspection. Teachers have a high level of subject knowledge and expertise especially in English, mathematics, science and ICT which promotes learning to a high standard. They use a wide range of teaching strategies and interesting methods which make learning enjoyable and fun. Staff encourage

pupils to be independent learners and to support each other when needed. They provide a high level of rigorous and challenging tasks for pupils of all abilities which allow pupils to flourish. Pupils are highly motivated in lessons and are very appreciative of the help they get from their teachers. Teachers' planning is exceptionally good and assessment data is used to good effect to set targets which are shared with pupils and parents. This has a good impact on pupils' progress. Writing is an area that has been identified for improvement and action is already beginning to bring results as has been reflected in standards in Year 2 in 2005. Teaching and learning in the Foundation Stage is good, however, it is only very recently that Reception and Nursery classes have begun to work closely together. Relationships between all staff and pupils are outstanding and contribute to and underpin pupils' rapid learning and achievement.

Curriculum and other activities

Grade: 2

The school accurately judges the curriculum to be good. It is well planned to provide relevant learning opportunities which help all groups of pupils to achieve outstandingly well. It fully meets requirements. It is enhanced by the school's participation in a government project to promote sports and also by music support from the local authority. ICT plays a significant part in the curriculum. Learning is enriched by a good range of activities outside of lessons. All pupils have opportunities to visit places of cultural and historical interest such as Beamish Museum and York. Theatre groups and musicians also add quality to pupils' learning. Provision for personal, social, health and citizenship education (PSHCE) is outstanding. The school provides exceptionally well for pupils who have additional learning needs and justifiably holds a special award for work in this area. The curriculum and admission arrangements for the Foundation Stage are under review and the separate Nursery and Reception classes are beginning to work more closely together.

Care, guidance and support

Grade: 1

The quality of care provided for learners is outstanding. All staff work tirelessly to create a secure climate for learning in which all pupils thrive. A highly effective PSHCE programme, including work with outside providers, such as 'Crucial Crew', gives pupils very clear guidance on how to keep themselves healthy and safe from potential dangers. Arrangements for child protection and risk assessments are reviewed regularly. Pupils' academic progress is monitored very carefully. Assessment data is scrutinised rigorously and resulting targets are shared with pupils so they know what to do to improve. Pupils who have learning difficulties and/or disabilities are very well cared for. Individual learning programmes set precise targets for them and where necessary, outside support is used to very good effect. Strong links have been forged with some local businesses which have resulted in sponsorship for sports equipment which is raising pupils' standards and keenness. Contributions from local churches, artists and the agricultural community further enhance opportunities for pupils to enjoy their learning.

Leadership and management

Grade: 1

The school has an extremely positive ethos and leadership and management are outstanding. The leadership is very successfully focused on raising standards and promoting the personal development and well-being of the pupils. In a very short time the headteacher has been successful in gaining the confidence of staff, pupils and parents and has a strong, shared vision for the school's continuing development. Very effective teamwork ensures that staff are fully involved in the school's development. Pupils, parents, staff and governors, play a full and valuable part in moving the school forward so that it is developing new ideas and raising standards. Data about the school's performance is used well to boost standards and the achievement of all pupils. Governors are involved in strategic school development and bring a wide range of skills to bear. They ask critical questions and challenge decisions. As a result, the school is acutely aware of its strengths and weaknesses. Its planning for improvement closely reflects the judgements made in this report. The provision in the Foundation Stage is disjointed because historically there has been full-time and part-time attendance in both Nursery and Reception classes. This has prevented the Foundation Stage from operating as a fully cohesive unit and has had a limiting effect on the progress of the youngest pupils in the year group who find it difficult to catch up by Year 2. Staff are carefully selected and the school makes the very best use of all its resources to rapidly enhance learning. Good links with a range of other schools and organisations, all promote a high quality education. The school is very well placed to continue its success.

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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	1	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 very much for making Mr Johnson and me so welcome in your school. We enjoyed seeing your lessons and talking with you.

There is a great feeling in your school. You are all so happy and smiling that we know you and the staff enjoy being at Leyburn. We think it is such a very good school that we have described it as outstanding. This is our top grade. You all do very well in your schoolwork and concentrate really well in lessons. You listen very carefully to the teachers and make very good contributions to discussions. You behave extremely well which helps everyone learn and allows the teachers and staff do their work.

Your teachers and headteacher are very clever. They make lessons interesting for you and there are plenty of extra activities. We hope that you enjoyed the visit last Friday by the 'Theatre group' and we were sorry to miss it. The staff know exactly what you need to learn because they check very carefully how you are doing and what each person needs to learn next. You have targets to reach and we could see that you want to do well in lessons. We think that those of you who need extra help get just what you need.

We were 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. You are extremely polite and all get on well with each other and with the staff.

Your headteacher runs the school outstandingly well and wants to keep on improving it and he knows just how to do that. The most important thing to make your school even better is to do even better in your writing so that your test results are higher in English and for the youngest children in the Foundation Stage to work together even more.