



# Bishop Monkton Church of England Primary School

## Inspection Report

**Unique Reference Number** 121551  
**LEA** North Yorkshire  
**Inspection number** 281039  
**Inspection dates** 18 May 2006 to 19 May 2006  
**Reporting inspector** Mr Peter Howard 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>	St John's Road
<b>School category</b>	Voluntary controlled		Bishop Monkton
<b>Age range of pupils</b>	4 to 11		Harrogate, North Yorkshire HG3 3QW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01765 677583
<b>Number on roll</b>	60	<b>Fax number</b>	07165 677583
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr M Skelton
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mrs C Duffield

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 18 May 2006 - 19 May 2006	<b>Inspection number</b> 281039
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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This Church of England voluntary controlled school is a small rural primary, serving an area of social advantage. The majority of its pupils live in Bishop Monkton and the remainder come from neighbouring villages or nearby Ripon. There are no pupils eligible for free school meals and none from minority ethnic groups. The proportion of pupils with learning difficulties and/or disabilities is lower than average. The proportion of pupils entering or leaving school during the year is above average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Inspection findings agree with the school's evaluation that this is a good school. Standards at the end of Year 6 are broadly above average, the quality of teaching is good and, as a result, pupils make good progress. This is an improvement upon recent years. Quality and standards in the Foundation Stage are good. Pupils' personal development and well-being, promoted by good levels of care and the broad range of experiences offered through the school's curriculum, are outstanding. Pupils have very positive attitudes to learning, behave very well, want to succeed at school and appreciate the commitment of staff to making learning enjoyable. Care, guidance and support are good, although the procedures for promoting attendance, which has fallen below average recently, are not sufficiently comprehensive. A start has been made with the introduction of strategies to help pupils to improve their own work, but these are not yet consistently implemented across the school. The curriculum is good and well supported by a wide range of enrichment activities. However, the use of the key skills of literacy, numeracy and information and communication technology (ICT) is not sufficiently integrated into all subjects. Leadership and management, including governance, are good. Major projects, such as the development of the new building and improved provision for ICT, have been well managed. The school provides good value for money, it has made good progress since the last inspection and its capacity to improve still further is also good.

### What the school should do to improve further

- Ensure the consistent implementation of strategies to help pupils improve their own work.
- Develop the application of skills in literacy, numeracy and ICT in other subjects.
- Work with parents and carers to improve attendance.

## Achievement and standards

### Grade: 2

Children enter school with skills and knowledge that are broadly above average. The results of national tests in recent years show that pupils typically attained similar standards at the end of Year 2 and Year 6. This indicates that pupils were making satisfactory progress throughout school. This level of progress was despite a lengthy period of staffing disruption in Reception, Year 1 and Year 2 which led to some weaknesses in teaching and assessment and adversely affected transition between Key Stage 1 and Key Stage 2. Recent consolidation of staffing, building work which has brought classes onto one site, and the introduction of rigorous tracking and target-setting have resulted in improved teaching and learning. Although the impact of these improvements has not yet been reflected in performance in national tests, they are evident in the good teaching taking place in school and the standard at which pupils are working. As a result, pupils are making good progress and are on track to

meet challenging targets. Pupils with learning difficulties and/or disabilities are well provided for and are also making good progress.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. They enjoy school and are keen to do well. This is reflected in their excellent behaviour. They form very good relationships among themselves and with staff. Pupils share, take turns and cooperate very well with each other. Older pupils are proud of the opportunities they have to look after younger ones, and do so with commitment. They take full advantage of the many opportunities to exercise responsibility, not least on the annual occasion when they 'rule the school', when Year 6 pupils teach the others. Pupils value the school council, which takes a lead on the school's many efforts to raise money for good causes. Pupils have a good understanding of the need to live a healthy lifestyle and a very mature awareness of how to keep safe. Their spiritual, moral, social and cultural development is excellent. Through the school's links with an inner city school, pupils are developing a very good understanding of cultures different to their own. They are very well prepared for secondary education, developing personal qualities of independence, responsibility and self confidence. Poor attendance by pupils from a small number of families and children being taken out of school for holidays has contributed to attendance falling below average. However, this does not reflect the very positive attitudes of the great majority of pupils towards school and their appreciation of the positive support they receive from staff.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and, as a result, pupils make good progress. Classrooms are well organised and staff make effective use of imaginative displays to support learning. Teachers set clear objectives for learning and lessons are conducted at a good pace. They manage their mixed age groups well, making good use of assessments to provide work that meets the diverse needs of the pupils in their class. Teachers make good use of group and individual work to encourage team work and to develop independence. A strong team ethos and effective cooperation between all staff promote consistency in planning and teaching. The school has identified a range of strategies, including, for example, pupils' assessment of their own work to involve them more in their own learning, but these are not yet consistently applied throughout school. Teaching assistants give pupils with learning difficulties and/or disabilities strong support and contribute well to the good progress those pupils make.

## **Curriculum and other activities**

### **Grade: 2**

The school has judged the quality of the curriculum and other activities to be outstanding; the inspection finds that they are good, with strong features. The school provides a rich and stimulating curriculum which meets the learning needs of all pupils. Provision for English and mathematics is good, as recognised in the achievement of the basic skills quality mark. The provision for ICT is good and much improved since the last inspection. However, insufficient emphasis is placed on planning the precise use of literacy, numeracy and ICT across all subjects. Music, French, physical education and the arts are strengths in the wider curriculum. There are a wide range of enrichment activities; good use is made of the school's wildlife garden and local study. There are a wide range of visitors and visits, including residential trips, which have a positive impact on pupils' learning and personal development. A good range of extra curricular activities, including the school orchestra and a good range of sports clubs, involves a high proportion of pupils.

## **Care, guidance and support**

### **Grade: 2**

The school has judged care, guidance and support to be outstanding; the inspection finds that they are good. The school is an orderly and safe place. Pupils have confidence in staff and know help is always available if needed. One child commented, 'my teacher always has time for me'. Arrangements for health and safety, including child protection, are secure. Procedures for tracking pupils' academic progress ensure that they have the support they need to do well at school. School policies for promoting attendance are satisfactory, but are not sufficiently comprehensive. This is an inclusive school, in which pupils with learning difficulties and/or disabilities are supported sensitively and well, as recognised by the local authority's special needs quality mark. The school has good partnerships with the agencies that support learning and works well with parents.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The school's judgement of outstanding in this area is a little over generous. Development planning is effective and the school has been successful in maintaining and building upon its strengths. Issues raised in the last inspection have been addressed well and, as a result, pupils' progress is good. These include a well managed building programme that is having a good impact on learning. The school is particularly successful at promoting pupils' personal development and well-being, which is outstanding. The headteacher manages her heavy workload very well, expertly balancing the roles of leadership and teaching. There have been significant changes in staffing in recent years and the headteacher has been successful in creating a staff team that works well together. Governance of the school is good. Governors work hard, are committed to the school and are effective in helping the school to move forward. The school's work with a range of partners, including parents,

other schools and the local authority, is a real strength. Parents are consulted about aspects of school life, feel that their views are listened to and give the school strong support.

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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?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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	3	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

<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>	2	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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 to your school and being so friendly. I enjoyed my visit.

What I liked most about your school:

- the conversations I had with you that showed me how grown up you are when you talk about school life
- that you behave so well and work so hard
- the way you get involved in school life, for example the good school council which helps the school to run well
- how hard all the staff in school work, how well they look after you and keep you safe, and how well they teach you
- the good range of activities the school offers to make the work you do exciting and interesting, including the orchestra, wildlife garden and the teaching of French.

I have asked the school to do the following to make things even better:

- give you more opportunities to mark your own work and think for yourself about how to do things better
- use other subjects such as science, history and geography to teach you the skills of literacy, numeracy and ICT
- work with your parents and carers to make sure that you attend school every day.

I enjoyed meeting you and seeing you in your lessons and I wish you all well for the future.