



Masham Church of England VA Primary School

Inspection Report

Unique Reference Number 121613
LEA North Yorkshire
Inspection number 281059
Inspection dates 28 September 2005 to 29 September 2005
Reporting inspector Mrs Kath Halifax CfBT Lead Inspector

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

Type of school	Primary	School address	1 Millgate
School category	Voluntary aided		Market Place
Age range of pupils	4 to 11		Masham, Ripon HG4 4EG
Gender of pupils	Mixed	Telephone number	01765 689200
Number on roll	76	Fax number	01765 688266
Appropriate authority	The governing body	Chair of governors	Revd Cleeves
Date of previous inspection	22 June 1998	Headteacher	Mrs Ruth Vincent

Age group 4 to 11	Inspection dates 28 September 2005 - 29 September 2005	Inspection number 281059
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

The school serves the town of Masham, with other pupils bussed in from surrounding villages and farms. With 76 pupils on roll, it is small. Numbers have decreased over the last few years because of a lack of affordable housing in the area. The population is all white and all speak English as their main language. The number of pupils in receipt of free school meals is low. The percentage of pupils with learning difficulties and/or disabilities (LDD) is below average. Over the past two years the school has had five headteachers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's judgement of satisfactory is modest in view of all that has been achieved in the past six months. In all other aspects of self-evaluation, managers have been accurate. This is a good school and its previous designation as having serious weaknesses no longer applies. Despite a turbulent period since the last inspection, standards have risen. The appointments of a permanent headteacher and senior teacher have stabilised the school and resulted in good teaching and learning, and much improved learning opportunities. Through good provision, children in the reception class make good progress. The good progress continues in Years 1 to 6 so pupils' achievements are good in relation to their prior attainment. However, teachers are aware of the need to improve standards in writing and mathematics in these classes. Standards in science are good. In addition, pupils make good progress in their personal development and well-being. Every effort is made to include all pupils in all activities. Links with parents have improved and are now good. Alongside good links with the community, these contribute well to pupils' learning and achievement. The school is now in a strong position to continue to improve at a good rate. As this is a small school, of necessity the cost of educating each pupil is high. Nevertheless, it provides good value for money.

What the school should do to improve further

- Sustain the current rate of progress in order to raise standards further, particularly writing and mathematics.
- Further develop the system for tracking the progress of pupils who learn more slowly than others.
- Increase the length of time pupils in Years 3 to 6 spend in lessons to meet that recommended nationally.

Achievement and standards

Grade: 2

For the past few years, standards on entry to reception have been below average. Children make good progress and, overall, standards are average by the end of the year. Standards at the end of Year 2 vary because of the small number of pupils taking national tests. While standards are average, teachers know that those in writing could be higher and have introduced several initiatives that are already having a positive effect.

Though standards in Year 6 are average, the legacy of unsatisfactory teaching with 5 teachers in 18 months has impacted on test results. Now standards are rising. Teachers have identified the need to raise standards in writing and mathematics for this age group and effective strategies have resulted in very good improvement. Standards in science are above average at both Years 2 and 6 because of an emphasis on practical activities, visits out of school, and exciting activities with neighbouring schools.

The issue of underachievement for higher attaining pupils identified by the previous inspection has been addressed successfully. All make significant progress regardless of gender or capability. Those with a particular talent, for example in drama and sport, have been identified and directed to groups out of school to nurture their talent. Pupils in all age groups meet the challenging targets set for them. They thoroughly enjoy learning, are proud of their achievements and visibly grow in confidence.

Personal development and well-being

Grade: 2

Pupils' spiritual, social, moral and cultural development is outstanding. In addition to thoughtful acts of worship and contributions to church services, an awareness of other cultures is promoted very well. Conscious that the school has an all-white population, good attention is given to the beliefs of other faiths and good links have been established with a primary school with a high multi-ethnic mix. Very good use is made of drama to combat prejudice and strengthen relationships. Pupils celebrate achievements and consider others. For example, three girls who won £300 in a competition to design a bi-plane have chosen to share their good fortune and take their classmates on a trip.

From entering the reception class, pupils have good attitudes to school, behave well and become increasingly independent. The attitudes and behaviour of older pupils has improved considerably because of teacher expectations and a consistent approach. Attendance is above average with no unauthorised absence.

Pupils are helped successfully to adopt a healthy lifestyle and are prepared well for their future through increased self-confidence and improved numeracy and literacy. When considering the importance of being a team member talking about their aspirations, one pupil commented,

"We all represent our school and ourselves in everything we do"

A strong sense of community is evident. Pupils care for each other and enjoy working together, for example creating a banner for the new entrance hall.

Quality of provision

Teaching and learning

Grade: 2

Pupils progress well because of high quality teaching and very good support from skilled teaching assistants. Teachers have very high expectations and, plan work that is carefully matched to individual learning needs.

Pupils acquire knowledge at a good rate because lessons are exciting and conducted with a sense of urgency. Activities are meaningful and pupils are expected to be active, for example moving around the classroom as 'atoms' when learning about solids, liquids and gasses. Teachers successfully increase pupils' enthusiasm and concentration by the use of puppets and drama.

Pupils are clear about how well they are doing because they are set individual learning targets and because of a humorous, yet rigorous review at the end of each lesson. They are remarkably astute and honest in their comments about their progress. Corridors resound with shouts such as 'YEE HA!' as a class celebrates group and individual successes.

Teachers make good use of information about pupils' progress to identify gaps in learning, identify those who need extra help and set challenging targets. This is used well to check the progress of higher attaining pupils and those with LDD. While there is a system to record the progress of pupils who are working below National Curriculum levels, managers recognise the need to refine the process of recording the progress of pupils who learn more slowly.

Curriculum and other activities

Grade: 2

The curriculum is good and meets statutory requirements. Children in the Foundation Stage benefit from a rich and varied programme that is used by the local authority as an example of good practice. In other age groups, activities are relevant to pupils: for example, the difficulties faced by the farming community were highlighted through a market survey. Though the curriculum is broad and balanced, the time pupils in Years 3 to 6 spend in lessons does not meet that recommended nationally.

Teachers have coped well with the reduction in classes brought about by falling numbers. Parents expressed a concern about the number of age groups in each class but detailed planning and extremely well organised classrooms enable teachers to meet individual learning needs. The school has a special educational needs Quality Mark for good work with pupils with LDD. Similarly, good provision is in place those who have a gift or talent.

Pupils adopt a healthy, safe lifestyle especially through the physical education programme. Despite limited facilities, pupils achieve well and enjoy the good range of clubs and sports on offer, particularly swimming, a skipping workshop and a mobile climbing wall.

Care, guidance and support

Grade: 2

Very good relationships and a secure knowledge of pupils ensure they are well cared for. This makes for confident pupils who learn well. Child protection procedures are rigorous. Health and safety is a high priority. Vulnerable pupils are supported sensitively. The assessment of potential risks is undertaken thoroughly. Work with the emergency services, especially on farm safety, has been of benefit to both pupils and parents.

Pupils in Year 6 are prepared well for transfer to secondary education. This is strengthened through a sports programme that includes co-operation with the local high school.

Following a key issue from the previous inspection, staff have strengthened parental links and involve them well in their children's learning. Curriculum evenings for parents in mathematics, literacy and science, together with learning targets in mathematics, contribute considerably to pupils' achievement. Evenings for parents of children in the reception class are equally successful.

Pupils' views are sought and valued. Concerns expressed about bullying were dealt with through School Council, assemblies and in 'Circle Time'. This helped solve the problem.

Leadership and management

Grade: 2

At the time of the last inspection, leadership and management were judged unsatisfactory. Following new appointments, the school is now very well led and management is good. This is demonstrated in improved standards and achievement, in behaviour, and in the well-being of all pupils. Very good systems are in place to judge how the school is performing. Judgements about each aspect of its work are accurate and based on a wealth of evidence.

Staff are motivated by the drive and vision of the new headteacher. Her enthusiasm is infectious. Staff and governors report she has raised morale immensely. Governors' decision to appoint a senior teacher is paying dividends. In addition to being a leading teacher of mathematics, her rigorous analysis of assessment information is helping to raise standards. Subject leaders manage their subjects well. All have challenging development plans, which focus on raising standards and achievement.

Governance is good. Since the last inspection, governors have had to deal with a number of staffing issues and, with falling numbers, have had to make some difficult decisions regarding finance. During this time they have challenged and supported the school well, always maintaining a focus on improving standards.

Together the headteacher, governors and staff have come a long way in the past six months. They know there is still a way to go and have the commitment, capacity and enthusiasm to take the school forward at a good rate.

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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	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	3	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	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	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	2	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?	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	2	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

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 polite and friendly.

What I liked most about your school

- You work hard and behave well.
- Your teachers make lessons fun so you are keen to learn and make good progress.
- You contribute a lot to the church and the town.
- All adults try to make sure you are safe, happy and enjoy school.
- Mrs Vincent is a very good headteacher and is working hard to make your school even better.

What I have asked your teachers to do now

- Make sure you continue to make good progress so standards in writing and mathematics improve even more.
- Develop the way the progress of pupils who learn more slowly is checked.
- Increase the amount of time pupils in Years 3 to 6 spend in lessons.

I enjoyed my short time with you and wish you well for the future.