

Melbourne Community Primary School

Inspection report

Unique Reference Number	117873
Local Authority	East Riding of Yorkshire
Inspection number	290954
Inspection dates	21–22 March 2007
Reporting inspector	Carole Cressey

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	165
School	
Appropriate authority	The governing body
Chair	Ian Keith
Headteacher	Mr David Carruthers
Date of previous school inspection	1 February 2002
School address	Main Street Melbourne York East Riding of Yorkshire YO42 4QE
Telephone number	01759 318369
Fax number	01759 319229

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most children come from White British backgrounds. The proportion of pupils who are entitled to free school meals is well below average. The percentage of children with learning difficulties and/or disabilities varies considerably from year to year. Last year, almost a third of the pupils had learning difficulties and/or disabilities, which is above average whilst in the current year there is a tenth, which is below average. The attainment of children when they start school is typical for their age. The school has an after school club.

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, which is very well led and managed. As a result, the school has some high quality features within it. It accurately judges its strengths and weaknesses and knows what needs to be done to improve. Everyone connected with the school works as a team to create a very positive environment for learning. It is held in high regard by the large majority of parents.

A very good level of care ensures that pupils learn in a warm and secure environment. Parents of children with learning difficulties and/or disabilities are delighted that staff go the extra mile to ensure that their children are successfully nurtured and effectively supported.

Children enter the school with average standards. Outstanding provision in the Foundation Stage provides children with an excellent start to their education and sows the seeds for their future success as learners. Through Nursery, Reception and Key Stage 1 progress is rapid and standards are consistently high. Teaching in Key Stage 1 is consistently very good with high levels of challenge, which ensures that pupils achieve very well. In 2006, results in reading, writing and mathematics were well above average. In Key Stage 2, teaching and learning are at least satisfactory and some lessons are good; standards at the end of Year 6 are often well above average. In 2006, however, results in the national tests were lower because there was a high percentage of pupils with learning difficulties and/or disabilities. Standards in English, mathematics and science were broadly average. Despite warm relationships between teachers and pupils in Key Stage 2 that set a good climate for learning, assessment, including marking of pupils' work, is not always used effectively enough to ensure that pupils achieve as well as they can in all lessons.

Pupils' personal development is very good. Activities are thoughtfully planned so that pupils develop a good understanding of how to stay healthy, keep themselves and others safe and become responsible, caring members of their school and local community. Pupils are exceptionally aware of the importance of protecting the environment and the school holds a very prestigious award, which recognises their work. Although it is a recent development, pupils view the school council as playing an important part in improving the school and raising funds for others. This contributes to pupils developing a very good understanding of how to be good citizens. Behaviour is good and attendance is above average.

A good curriculum equips pupils with the tools to be successful and responsible members of the global community. A good emphasis is given to developing pupils' basic skills of literacy, numeracy and information communication technology (ICT). Learning is enriched by the good use of visits, visitors, drama, music, sport, art and the learning of two modern foreign languages.

This is a good school, which has made good progress since the last inspection and is well placed to continue to improve its provision in future.

What the school should do to improve further

- In Key Stage 2, ensure that all lessons are challenging and work is always well matched to pupils' abilities and interests.
- Ensure that marking is of a consistently good quality so pupils know what they have to do to improve their work.

Achievement and standards

Grade: 2

Standards overall are well above average and pupils achieve well. Children's attainment when they first start school is typical for their age. They make very good strides in learning and by the time they move into Year 1 the majority are achieving the learning goals expected for their ages and are well prepared in reading, writing and number. This very good progress continues in Years 1 and 2 and standards by the age of seven are often well above average.

In Key Stage 2, the good standards are maintained and by the end of Year 6 are usually well above average in English, mathematics and science. In most years, almost all pupils reach the expected levels for their ages. This represents good progress given their starting points. In 2006, however, the above average percentage of pupils with learning difficulties and/or disabilities meant that results at Year 6 were broadly average. The school was successful in reaching its targets in mathematics and in writing but not in reading. In most years, reading has been a strength of the school but a lack of rigour in tracking pupils' progress resulted in some pupils not reaching the standards they were capable of. Over time, the achievement of boys and girls is similar. Pupils with learning difficulties and/or disabilities make good progress towards their targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, along with their spiritual, moral, social and cultural development are very good. Relationships throughout the school are excellent. Pupils are very confident, friendly and caring and are always eager to take responsibility for each other. They are especially caring about fellow pupils with very complex needs and show considerable delight when they make strides in their progress. Behaviour is good overall and pupils generally have positive attitudes to learning. A wide range of activities successfully develops pupils' good understanding of how to be healthy and safe and promotes confidence and self-worth. Pupils don't just eat healthy food in this school; they grow their own produce, which is used to cook a meal for everyone in the school once a year. Pupils' views are valued and influence aspects of what the school does. Through one of their many successful financial efforts, pupils have helped to provide a playground for a school in Ghana. Recycling mobile phones, ink cartridges and telephone books, along with the adoption of a dolphin in the Moray Firth are just a few of the ways these pupils care for their environment. Pupils' enjoyment of school is reflected in good punctuality and attendance.

Quality of provision

Teaching and learning

Grade: 2

Teaching overall is good, with some outstanding elements. Teaching in the Foundation Stage and Years 1 and 2 is especially effective and often outstanding. This is because of the high levels of challenge, 'a can do culture' and rigorous assessments, which inform planning and ensure that work is well matched to pupils' needs. The excellent teaching of sounds provides even the youngest children with the tools they need to become confident writers who will have a go at the most difficult of words. Challenging work in mathematics results in higher attainers

accurately writing numbers which are over a million. That is indicative of the real challenge provided by teachers.

Teaching in Years 3 to 6 is at least satisfactory with some good lessons. Warm relationships result in a good working atmosphere and, as a result, most pupils are eager to learn and keen to participate. ICT is used well to model new learning. Not all lessons, however, are planned well enough to meet pupils' individual learning styles and interests. Assessment systems, including marking, are not used well enough to ensure that all pupils always reach their full potential. As a result, a few pupils in Key Stage 2 do not do as well as they can and they are often unsure of what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good overall and outstanding in the Foundation Stage. In the Nursery and Reception classes teachers create a vibrant learning environment which grasps children's interests and provides them with an exceptional thirst for learning. The emphasis throughout the school on literacy, numeracy and ICT is making a strong contribution to pupils' future role in society and their economic well-being. The curriculum is adapted well to meet the needs of pupils with learning and/or behavioural difficulties. The provision for ICT has improved since the last inspection and is an effective teaching and learning tool which gives pupils access to a wealth of knowledge. Standard lessons are enriched by a good range of additional activities, including two modern foreign languages. Carefully selected educational visits and visiting speakers make pupils' learning more memorable. Out of school clubs are well planned to provide a wide array of clubs and activities. The Music and Movement Club, known to all as the 'M&M', is exceptionally well attended and every spare moment is spent rehearsing for a production of 'Bugsy Malone'. A very good programme of personal, social, health and citizenship education prepares pupils very well for life in the 21st century.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall with some very good features. Required child protection, safeguarding and risk assessment procedures are in place. The school provides a very warm and caring environment which is greatly appreciated by the majority of parents. Pupils feel safe and happy because they know there is always someone to listen if there is a problem and that staff will act to solve difficulties. Care begins before the children start school when a home visit, a small gift and a much-valued book bag welcomes the youngest children to the school. Parents speak very highly of the care given to those children with complex learning and/or medical needs. Endless patience, along with very supportive challenges, ensures these very vulnerable children experience all the school has to offer. The school's systems for tracking pupil attainment are used to set whole school and individual targets. However, the systems are not yet used rigorously enough to ensure that all pupils in Key Stage 2 achieve their full potential.

Leadership and management

Grade: 2

The headteacher and supportive governing body lead and manage the school well. The headteacher has very successfully created a strong team spirit where all concerned with the school contribute to the rich curriculum and caring ethos. Arrangements for monitoring and evaluating the school's performance are rigorous. There is a clear understanding of the schools' strengths and where it needs to improve. The impact of very effective leadership on the provision in the Foundation Stage and Key Stage 1 has been excellent. These areas are now outstanding models for the rest of the school in its determination to ensure that all teaching is of a high quality across the school. The evaluation of national and school based annual test results are used well to set whole school targets. However, the school's assessment systems are not used consistently throughout the school to track pupils' progress and ensure they achieve the highest standards they can. The leadership works very well with a range of partners including local colleges, schools and businesses. The success of these can be seen in the many awards the school has achieved as well as in quality drama, music and sport. The majority of parents think the school is good and inspection judgements show that their confidence is well placed.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Melbourne Community Primary School

Main Street

Melbourne

York

East Riding of Yorkshire

YO42 4QE

23rd March 2007

Dear Pupils

Thank you so much for being so friendly and helpful when we visited your school a short time ago. We enjoyed talking with you and your teachers.

We were pleased to see how you enjoy school and especially the work you do to protect the environment. You recycle so many things and I don't think I have been to a school before where they had actually adopted a dolphin, so very well done!

We could see by the work in your books and displays around the school that you are doing well in English, mathematics and science but we think you could work even harder especially once you move into the juniors. We have asked your teachers to give you harder work that really challenges you. We also thought you needed more help to understand how well you are doing and what you need to do to improve.

Most of you behave well in lessons and in the playground. You seem to know the importance of eating sensible food and taking lots of exercise. Do keep that up because it is so important to staying healthy and happy.

Aim to do as well as you possibly can by working that bit harder and help to make your school even better than it already is. So good luck!

We do hope you continue to enjoy school and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey and Joan Lock (Additional Inspectors)