



Knarborough, Meadowsid Community Primary School

Inspection Report

Unique Reference Number 121443
Local Authority North Yorkshire
Inspection number 292115
Inspection dates 5–6 December 2006
Reporting inspector Anna Dawson

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

Type of school	Primary	School address	Halfpenny Lane
School category	Community		Knarborough
Age range of pupils	5–11		North Yorkshire HG5 0SL
Gender of pupils	Mixed	Telephone number	01423 866207
Number on roll (school)	214	Fax number	01423 860867
Appropriate authority	The governing body	Chair	Mrs S Oxendale
		Headteacher	Mr A. Holmes
Date of previous school inspection	4 February 2002		

Age group	Inspection dates	Inspection number
5–11	5–6 December 2006	292115

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves the local area and surrounding districts. The proportion of pupils eligible for a free school meal is below average. A below average proportion of pupils have learning difficulties and/or disabilities. There are a very few pupils from minority ethnic backgrounds, who are learning English as additional language. The school has links with schools in several European countries. It is participating in a national project for piloting French. The school links with a local independent school as part of the 'Building Bridges' project.

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 an outstanding curriculum. It provides a good quality education for all its pupils and gives good value for money. The inspectors agree with the school in its evaluation of its effectiveness. Even though there is good capacity for

improvement, self-evaluation lacks some rigour and detail in its targets for improvement.

The school is supported well by the parents and is well thought of by the community. Pupils enjoy school, which is reflected in their good attendance. There is an outstanding partnership with other schools and outside agencies. The school is at the forefront of national and local initiatives in the development of provision and practice in information and communication technology (ICT) and French.

There is good provision in the Foundation Stage. Children get off to a good start in Reception. Most are working securely within the national standards expected for children of this age. Pupils make good progress overall from Years 1 to 6. The best progress is made in Years 1 and 2; it becomes more variable in Years 3 to 6. By the end

of Year 6, standards are just above average in mathematics and science. They are lower in English because writing is a weaker area. There are indications from work seen that standards are also high in art and ICT.

Pupils have good attitudes to learning and their personal development is good. They like

school because the staff take good care of all of them equally well and provide them with an outstandingly rich curriculum. Pupils know how to lead a healthy lifestyle and stay safe. Their basic skills including ICT and social skills are generally well developed and equip them for future learning.

The quality of teaching and learning is good. Teachers generally plan work well.

However, they do not consistently make effective use of the assessments of pupils' work to plan challenging lessons in Years 3 to 6, which limits the progress of some pupils.

Leadership and management of the school are good. There is good leadership of the school by the headteacher. The senior managers provide good management and effective support for the headteacher. The governing body is well informed and assists

the school in moving forward. Although there were no main issues for development from

the last inspection, the school has continued to improve its provision.

What the school should do to improve further

- Raise standards in writing, particularly in Years 3 to 6.
- Improve the quality of self-evaluation.
- Improve the use made of assessments of pupils' work in Years 3 to 6 to ensure the right level of challenge for them.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children's attainments when they enter Reception are generally below average, particularly in their language and social skills. They get a good start and by the end of Reception, most are working securely within the expected learning goals and a minority exceed them. The pupils build well on this good start and attain just above average standards in mathematics and science, and broadly average standards in English by the end of Year 6. Those pupils learning English as an additional language are welcomed into school and get good support to enable them to make similar progress to others. Progress is best in Years 1 and 2, where work is matched consistently well to challenge all pupils. There is a mixed picture in Years 3 to 6 where this is not always the case. This is particularly evident in writing, where standards and pupils' achievement are not as high as they are in reading, mathematics and science. Pupils' work shows extremely good achievement in art and in ICT. Pupils with learning difficulties and/or disabilities achieve well because of the effective help they receive, especially from the teaching assistants.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and have positive attitudes towards learning. Their good personal and social, moral, spiritual and cultural development contributes effectively to the good progress they make. Pupils develop a good understanding of different cultures, respect for others, and the difference between right and wrong. 'I love Meadowside because everyone looks after me', was a typical response. School rules are clear and the rewards system encourages pupils to do well. Behaviour around school is good and pupils are courteous and friendly towards visitors. Pupils respect their teachers; they want to please them, and understand that when they are at school, they learn individually and as part of a group or team. As a result, they attain the skills required that will assist them in life. Attendance is good. Teachers ensure that pupils work safely. Healthy snacks are readily available and a good programme of sporting activities make valuable contributions to supporting healthy lifestyles. Pupils contribute well to school life with school councillors sharing their ideas and successes with pride.

The school council is actively involved in making decisions. Older pupils take responsibility and develop their social skills and relationships well through, for example, being dinner monitors and taking part in school and community events.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers generally plan work well to motivate pupils to learn effectively. They question pupils well to probe and challenge and use strategies such as paired and group discussions to encourage the development of social and speaking skills. Subjects are linked successfully together in topics and themes to plan interesting lessons. Consequently, pupils behave well and enjoy learning. The positive relationships in classes generate a good atmosphere for learning. Teachers have good subject knowledge with particular strengths in art and ICT. For instance, teachers make good use of the interactive whiteboards to capture the pupils' interest and to demonstrate teaching points. This is particularly helpful for the few learning English as a second language. Pupils with learning difficulties are given good support from the teaching assistants, working with them in small teaching groups in classes. This builds the pupils' confidence in answering questions and participating in discussions, which helps them to achieve well. Written work is marked conscientiously and is at its best with comments that help pupils improve. This is the case for the younger pupils but practice is more variable in Years 3 to 6. As a result, some older pupils make slower progress than they could.

Curriculum and other activities

Grade: 1

The curriculum is excellent. It places great emphasis on pupils' personal and social development and fully meets the needs of all the different groups of learners. Carefully planned visits and visitors to school extend pupils' knowledge of their surroundings and provide ample, exciting stimulus for learning. The high quality ICT provision allows children to hone their computer skills across a wide range of subjects. An excellent range of enrichment and out of school activities promotes children's skills very effectively, particularly in art, sport and music. A real strength of the school is the outstanding links it has made with other schools throughout Europe and its success in teaching French in all classes. 'We are very good at French and computers at our school you know', said school council members proudly. Consequently, children's confidence in these areas is high and their skills are extremely well developed.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Positive relationships between pupils and adults ensure that pupils feel safe and know that there is someone they could turn to if they

needed help. Pupils with learning difficulties and/or disabilities are well provided for with detailed individual education plans. Policies on child protection and safeguarding are thorough and procedures secure. First aid and risk assessment procedures are also good. There is a caring ethos evident in all aspects of the school's pastoral care with well-trained teaching assistants providing good support for pupils with learning difficulties and/or disabilities. The guidance given to pupils in Years 3 to 6 on how they can improve their learning is less effective. This slows down the rate of progress that some of them make. Transfer from Reception to Year 1 is organised well for a seamless transition. Induction procedures for pupils entering school and transferring to high school are good.

Leadership and management

Grade: 2

The headteacher provides good leadership and senior managers carry out their responsibilities well, to assist him. The school is at the forefront of pioneering work and sharing good practice, both locally and nationally, in ICT and the teaching of French. There is a clear focus on improving teaching and learning. Monitoring and evaluation of standards is regular, which results in the school knowing where it needs to focus its energies. Objectives to improve the performance of teachers are clearly linked to raising achievement and moving forward. As a result of the recent emphasis on improvement in pupils' writing skills, for instance, there is evidence that standards are improving. These features indicate that there is a good capacity for further improvement. However, the actions taken to improve performance are sometimes not as sharp as they could be. The school has recognised, for example, that assessments of pupils' progress need to be used more effectively to identify areas for improvement and raise standards. A new and improved electronic system to track pupils' progress has been implemented to provide the teachers with a better insight into the performance of individuals and groups. The data generated by this system has yet to be shared with teachers to provide them with a more accurate focus for teaching and learning. Governance is good. The governors are knowledgeable and hard working. They work well with the headteacher and the staff to move the school forward.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
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	3
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	2
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?	1
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.

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	3
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

As you know, two inspectors visited your school recently to find out if it is giving you the education you should receive.

First of all, thank you very much for welcoming us to your school so well. We enjoyed talking to you about your work and finding out about all the things you like doing.

I am pleased to say that you go to a good school. These are the things that we particularly felt were good:

- Your school gives you an exciting range of activities that you really enjoy.
- Your work in French and ICT is very impressive.
- Your lessons are taught well and the staff take good care of you.
- The headteacher, senior staff and governors do a good job in managing the school.
- You work well together and take on some responsibilities to help others.

We have asked your teachers to help you to improve your writing, and keep a closer check on how well you are doing. You can help by presenting your work neatly, tidily and checking your spellings.

We hope you continue to do well. We also hope you enjoyed your Christmas play and concert that you worked so hard to produce.