

Leeming and Londonderry Community Primary School

Inspection report

Unique Reference Number	121293
Local Authority	North Yorkshire
Inspection number	327447
Inspection date	14 October 2008
Reporting inspector	Robert Robinson

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	35
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Linda Donaghy
Headteacher	Mrs R Sykes
Date of previous school inspection	16 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Roman Road Leeming Northallerton North Yorkshire DL7 9SG

Age group	4–11
Inspection date	14 October 2008
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Telephone number
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and the overall effectiveness of the Early Years Foundation Stage (EYFS). The following issues were inspected: the standards and achievement of pupils and their personal development; pupils' and parents' views of the school; and the impact of the leadership and management on pupils' achievement. The inspector gathered evidence from lesson observations; examination of pupils' work; assessment data; interviews with staff, pupils and governors; and scrutiny of documents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a small primary school. Pupils come from a wide range of socio-economic backgrounds which are generally more favourable than average. About a fifth of pupils come from armed service family backgrounds and pupils are predominantly of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is much lower than is usual in primary schools. The school has gained the Activemark, Basic Skills, Healthy Schools, Local Authority Inclusion Standard and Financial Management Standard for Schools awards. The number of pupils in each age group varies from two pupils in Year 6 to nine in the EYFS.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Parents are very pleased with all aspects of the school. This is because Leeming and Londonderry Primary School provides a good education for its pupils and good value for money. Pupils' achievement is good as they are taught well. Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding as is the care, guidance and support provided for them. The school has improved since the last inspection because of good leadership and management.

Standards currently are overall broadly average. They do vary widely from year to year because of the small numbers in different year groups throughout the school. Since the last inspection effective steps have been taken to promote improvement. There has been an improving trend in the Year 6 national test results in English and science though those in mathematics have remained static. This was particularly apparent in 2007 test results. Standards were above average in English, well above average in science and a good proportion of pupils reached the higher levels in both subjects. In mathematics, where standards were broadly average, the more able did not reach the higher levels. In 2007 the achievement of these pupils during Years 3 to 6 was good overall though higher in English and science than in mathematics. The provisional results of the 2008 Year 6 national tests and inspection evidence indicate that no pupils reached the higher level in mathematics though some pupils did in the other subjects. Pupils' achievement in English and mathematics was good and in science was exceptionally good relative to their prior attainment. Pupils with learning difficulties and/or disabilities had similar good achievement to their peers because of the very strong support they receive.

Pupils enjoy school immensely and this is reflected in their above average attendance rates. They relate well to one another and with staff. Pupils know very well how to keep safe and procedures for safeguarding pupils meet government requirements. Bullying is not an issue and pupils are confident to discuss any concerns with staff. In lessons and around the school their behaviour is exemplary; this assists their learning very well. In lessons pupils work really well together to consolidate and extend their learning. The recent greater emphasis on investigative mathematics is appreciated by pupils; one remarked, 'I like this sort of lesson.' However, a few pupils lack confidence when doing practical mathematics and often seek reassurance from teachers. They have a very good understanding for their age of how to live healthy lives. Pupils are proud of their contribution towards making lunches healthier. Already more pupils are regularly eating and enjoying school lunches. Pupils make an outstanding contribution to their community. The school council is very proactive and councillors are unafraid to express their views. They know their views are sought and their opinions valued. The school contributes well to promoting community cohesion as pupils are well prepared for a future in a diverse world. Local links enable them to gain a better understanding of the local community. Visits and visitors develop pupils' awareness of different cultures in British society today. Links with Metappalayam in India and the raising of money and gifts of educational resources to aid with the re-establishment of a school destroyed by the Tsunami have helped pupils to relate to life in these areas. Visits by members of staff to Nigeria and reciprocal visits from a Nigerian headteacher added relevance to their own learning about the country.

The headteacher leads and manages the school well and has the full support of other staff, pupils, parents and governors. Her substantial teaching commitment enables her to measure the effect of curricular development. Governors discharge their responsibilities effectively through their good support and holding the school to account. A good curriculum has been

established which links learning in different subjects very effectively. For example, in the creation of a historical trail, the development of older pupils' writing skills was exploited as well as links to the local community and geography to enhance mapping skills. A mathematical investigation also formed part of the planning for the theme. The headteacher shows others a good example in the quality of her teaching and determination to raise standards further. Together with the staff, she has identified the need to provide increased challenge to spur on the learning of more able pupils so more reach the higher level by the end of Year 6, especially in mathematics. The renewed vigour to involve pupils in investigative mathematics is challenging pupils at all levels of attainment to make faster progress. However, it is too early to ascertain the success of this recent initiative.

The school's capacity to improve is good because the leadership and management monitor the quality of teaching and learning well, resulting for example in the improved results in English and science. Good systems to track pupils' progress in Years 1 to 6 help the leadership to spot any underachievement. The tracking is rooted in a deep understanding of each pupil's individual needs, both academic and pastoral. The leadership knows what needs to be done to improve. Pupils' first-rate attitudes to learning and the good quality of teaching, which builds well on an innovative curriculum, provide confidence for the continued advancement of the school.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The influx of substantially more children into the EYFS this academic year has put pressure on the organisation and provision for the EYFS. The leadership and management here are satisfactory. The curriculum has been adapted satisfactorily to meet the needs of children in a class with pupils between the ages of four and seven. The accommodation and resources are adequate, though the lack of direct access to outdoors from the classroom hampers the seamless link of indoor and outdoor education. Nevertheless, outdoor education is an integral part of day-to-day learning.

Children's skills on entry to Reception vary considerably from year to year. Over time children's skills are broadly typical for their age. Children settle well into school life because of the effective transfer arrangements with local pre-school providers. Parents praise the pastoral and academic care for their children. The EYFS provides good support for the welfare of all children. Those with learning difficulties and/or disabilities are cared for well and assisted to take as full a part as possible in learning activities. Satisfactory teaching enables all children to make satisfactory progress in each area of learning. Children behave well and relate well to one another and staff. A broad range of educational activities, including role play, enthuse children to learn. However, members of staff tend not to let children initiate their own learning sufficiently. Too much time is taken up telling children what to do rather than letting them find out for themselves. Occasionally, activities are not linked closely enough to children's levels of attainment in order to speed up their learning. By the end of Reception, children's skills are similar to those normally seen, including their personal, social and emotional development. Overall, achievement is satisfactory.

A recent positive initiative has been put in place by the leadership to track more closely children's progress through the use of an electronic recording system. There has been too little time to determine its effectiveness to direct teachers' lesson plans and children's learning.

What the school should do to improve further

- Provide increased challenge for the more able pupils in mathematics so more reach the higher level by the end of Year 6.
- Seek ways to improve the accommodation for children in the EYFS and provide more opportunities for children to initiate their own learning.
- Develop systems to monitor children's progress in the EYFS more closely and use this information to direct future learning.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	1

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Leeming and Londonderry Community Primary School, Northallerton, DL7 9SG

Thank you for welcoming me and for being so polite and friendly when I inspected your school. I enjoyed my inspection and I want to share with you what I thought about your school.

Your school provides you with a good education. This is because it is led and managed well by your headteacher who is helped well by other staff and the governors. Your personal development is outstanding because the school cares for, guides and supports you exceptionally well. I was impressed by your excellent behaviour, both in the classrooms and in the playground. You told me you were proud of your school, feel safe and enjoy learning. Your attendance is good. I was pleased that you all get on so well together. You carry out your duties very well, particularly as school councillors. You have a good awareness of the local community, life in other parts of Britain and in other countries.

The standard of your work by the time you leave the school at the end of Year 6 is broadly average overall. Your achievement is good though the more able pupils do better in English and science than mathematics. I have asked the school to challenge the more able pupils to reach the higher levels in mathematics by the end of Year 6.

A larger than usual number of children joined the Reception class this year. Presently, where the children learn is satisfactory but it could be improved to let them have better access to the outdoors for learning. I am asking the staff to give the children more opportunities to make choices about their learning. I also want the school to develop the system it has recently introduced to check on children's progress more closely in the Reception class, so teachers can make better planning for children's future learning.

I appreciated talking to you about your work and watching you learn. I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.