

# Markington Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121576
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	327520
<b>Inspection dates</b>	1–2 October 2008
<b>Reporting inspector</b>	Alison Thomson

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	67
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr D Russell
<b>Headteacher</b>	Mr Dave Bellet
<b>Date of previous school inspection</b>	5 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	High Street Markington Harrogate North Yorkshire HG3 3NR

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<b>Age group</b>	4–11
<b>Inspection dates</b>	1–2 October 2008
<b>Inspection number</b>	327520

**Telephone number**  
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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Markington is a very small village primary school. The proportion of pupils known to be eligible for free school meals is lower than average. The large majority of pupils are White British and all pupils have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is much higher than average. This includes a group of pupils who have speech, language and communication difficulties. There is Early Years Foundation Stage (EYFS) provision for Reception children in a Year 1 class. The school has many awards, including Investors in People 2005 and the National Healthy Schools award 2008. The school has a very experienced acting headteacher who took up the position in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Markington provides an outstanding standard of education. It is a truly inclusive school; no matter the ability or background of the pupils, all succeed extremely well. The great majority of parents are most positive about the school and these comments sum up the views of many: 'I feel all staff at Markington provide a fantastic learning environment for my children,' and, 'My child is keen to get to school and is always champing at the bit to get out the door in the morning.'

Pupils are exceedingly proud of their school and describe it as, 'Very, very welcoming & all the teachers and other children help you'. Children feel very safe and secure in the school environment, because of the strong emphasis the entire school staff place on their welfare. They understand very well what it means to have a healthy lifestyle and they welcome the opportunity to take on responsibilities. For example, they enjoy looking after younger children through initiatives such as the 'Bus Stop', a quiet area in the playground where children go if they wish to talk to someone. They feel that the school listens to them and they are proud of being instrumental in some of the innovations such as signs around the school. Pupils' spiritual, moral and social development is excellent. Their cultural development is good, although there are not enough opportunities for pupils to learn about other cultures, reflecting the ethnic diversity that exists nationally. They report that the behaviour of the vast majority is excellent. They interact well with others, because of the school's strong focus on respect. This impacts well on their willingness to learn, resulting in their excellent achievement.

From starting points in EYFS that are very variable, but below those typically expected overall, pupils reach standards that are above average at the end of Year 6. All pupils make excellent progress, regardless of their ability, because of the first-rate focused support they receive from teachers and teaching assistants and the outstanding, creative curriculum that involves the pupils fully. The quality of teaching and learning is outstanding. Enthusiastic teaching, interesting lessons and pupils' readiness to learn lead to the pupils' excellent achievement. Pupils say that their lessons are 'really fun' because the teaching is 'special'. One of the key strengths is the way in which teachers stimulate and respond to pupils' curiosity.

The school is in a period of transition, but this does not detract in any way from the high quality education it provides for its pupils. The very competent, acting headteacher has gained the respect of the staff, pupils and parents very quickly in a very short time. Middle leaders are excellent and they welcome the opportunity to take on additional responsibility. The school not only knows its strengths and weaknesses well, but also those of the children individually. It responds immediately and effectively to areas of concern and relative weakness, so that improvements are quick and rapid. This demonstrates that the capacity for improvement is excellent.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The outstanding provision in Reception ensures that children get off to an excellent start in school. Children enter school with skills and understanding that vary considerably from year to year owing to the small numbers involved. They make outstanding progress during the year and leave Reception with above nationally expected levels overall. This outstanding progress is due to excellent teaching, an outstanding curriculum and exemplary care, guidance and

support. Staff, including teaching assistants, have high expectations and provide a very wide and comprehensive range of learning experiences in a calm, but purposeful environment. As a result, children gain positive learning attitudes and develop cooperative learning skills and confidence. Role play is particularly strong with 'lollipop people controlling crossings', re-enforcing road safety well. Learning experiences are skilfully focused to promote speaking, listening and independent thinking. Parents are particularly proud of the way that their children have grown so quickly in confidence. This is exemplified by the comment, 'She is eager to discuss and relive her daily schooling experiences with family and friends.' Children are safe and feel secure, due to the exemplary care and welfare provided by the diligent and committed staff. Leadership in the EYFS is excellent. Meticulous planning, based on a detailed knowledge of the children, ensures that the learning experiences are tailored very well to each pupil's needs. Less secure aspects of learning are continually addressed with well thought out strategies. There is evidence that these have a good impact, for example, in the improved creative development and boys' writing.

### **What the school should do to improve further**

- Provide more opportunities for pupils to learn about other cultures, reflecting the ethnic diversity that exists nationally.

## **Achievement and standards**

### **Grade: 1**

Achievement is never less than good and outstanding in Years 3 to 6. Higher attainers and those with learning difficulties and/or disabilities make the same degree of progress as other pupils. Pupils make good progress in Years 1 and 2 and by the end of Year 2, standards overall in reading, writing and mathematics are just above those seen nationally. Progress from Year 3 to Year 6 is excellent and standards are above average at the end of Year 6. Progress in English is particularly rapid. The excellent progress is due to the dedication and expertise of the staff and the mature attitude of the pupils. The comparison of the school's national results at the end of Years 2 and 6 must be treated with caution, due to small numbers in each cohort. Nevertheless, the school tracks and analyses rigorously the progress of each pupil in every year. Any pupil who is in danger of falling behind is given very effective support. This results in those pupils making outstanding progress equal to that of their peers.

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

### **Grade: 1**

Pupils are most enthusiastic about their school and this is reflected in the above average attendance. They believe that their school song, 'As many hands build a house, so many hearts made a school', sums up their school well. This was explained eloquently as, 'everyone is part of the school and that without one person it wouldn't be the same'. This caring ethos is apparent in the way that the pupils care for each other. They contribute willingly to the local and wider community through initiatives such as the Harvest Fayre and their support for a school in Romania. Their spiritual, moral and social development is excellent, although their knowledge of other minority ethnic cultures is less well developed. Pupils, even the younger ones, talk confidently about what it means to have a healthy lifestyle. They feel very safe and secure in the school environment, due to the school's very strong caring emphasis. They report that behaviour, 'couldn't really be better' and that the school is, 'just fine as it is', when asked what could be improved. Pupils are proud of being involved in their own learning and welcome the

opportunities to help assess their own work. This, along with their excellent achievement in the basic skills, prepares them extremely well for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding because teachers know their pupils very well and plan interesting lessons with activities that challenge and motivate pupils of all abilities. Pupils rise to their teachers' high expectations of them and, as a result, they make excellent progress. The teaching of all pupils, including those with learning difficulties and/or disabilities, is outstanding because of very precise teaching based on a thorough analysis of their needs. Well trained teaching assistants support pupils with specific learning difficulties most effectively. The use of information and communication technology (ICT), a point raised for improvement at the previous inspection, and skilful questioning enhance learning well. Teachers respond well to the questions that pupils raise ensuring that they receive praise and encouragement. This helps to stimulate their curiosity and values the importance of their ideas and interests. Assessment procedures are excellent and the teachers' careful marking of work and use of developmental comments ensure that pupils know how to improve their work. Pupils are actively involved in evaluating their own learning. This was seen to very good effect in an outstanding science lesson on shadows, where pupils were skillfully guided into applying their learning far beyond that expected for their age.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides a very imaginative and thoroughly planned curriculum ensuring work is matched well to the needs of all the pupils. There is very good integration of literacy and numeracy into other areas and thoughtful links between subjects. This was seen to particularly good effect in a French lesson on celebrating the breadth of languages. Here, pupils also developed their creative skills, as well as learning about European culture. Pupils thoroughly enjoy using ICT in lessons, particularly the interactive whiteboards, and say that this makes learning fun. They were most enthusiastic about the use of webcams in the 'Victorian Project'. Extra-curricular provision is excellent. The many regular visits to places of interest, such as an environmental centre, add purpose and meaning to learning. The wealth of activities on offer caters for a wide range of interests and abilities and enriches the lives of pupils well. Parents believe that ventures such as the 'Youth Games', where pupils have the opportunity to compete with larger schools, have contributed well to boosting their confidence. The enthusiasm of pupils and staff for music was demonstrated during the inspection in a very well attended lunchtime club.

### **Care, guidance and support**

#### **Grade: 1**

Care and support are exceptional. 'We love the caring/nurturing approach that the school takes', is a comment that sums up parental views well. The school provides an extremely safe, healthy and inclusive learning environment, along with very strong academic guidance. This ensures that pupils' achievement and personal development are both outstanding. Pupils are encouraged to look after one another and they say that an adult is always available if they have

any concerns. Arrangements for health, safety and child protection are very thorough. All adults in the school strive to protect the children and impress upon them the need to be aware of possible dangers in the outside world, such as the busy road outside the school. There are strong links with a range of professional agencies that support most effectively those pupils who have learning difficulties and/or disabilities so that they make the best possible progress. Targets for pupils' individual improvement are applied very well throughout the school and help each one to understand clearly how they can improve their work.

## **Leadership and management**

### **Grade: 1**

Central to the success of the school is its leadership and management. The acting headteacher has already got to know the school extremely well in a very short time and has continued to build on its good reputation in the community. Responsibilities are shared well and middle leadership is very strong. There is a common purpose amongst all staff in wanting to drive up standards and bring out the best in every child. Excellent tracking systems ensure that the needs of every child are well known and any possibility of underachievement is successfully tackled so that all pupils achieve highly. The school runs very smoothly on a day-to-day basis in somewhat cramped conditions, although space is used to its best advantage. The school works well in partnership with others, including many local schools and Ripon Cathedral Education Centre. Parents are strongly encouraged to play a major part in their children's education and they support the school well, as their good attendance at the Harvest Fayre showed. A very small minority of parents feel that communication about the class arrangement in Years 2, 3 and 4 could be clearer. The school is aware of this and has already taken steps to address the issue. There are many strong links with the local community that allow pupils to engage with, and develop better understanding of, the national and global communities. However, there are not enough opportunities for pupils to learn about minority ethnic groups in the United Kingdom. Governors are extremely well informed and both support and challenge the school very effectively in its drive towards further improvement.



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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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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 Markington Church of England Primary School, Harrogate, HG3 3NR

Thank you very much for the very warm welcome you gave me when I came to inspect your school. I enjoyed talking to you and seeing all the interesting work that you do. I believe that your school is an outstanding one and agree with you when you say, 'We are very lucky to be here.'

Here are some of the things that I liked best.

- You really enjoy coming to school.
- You work very enthusiastically in lessons.
- You are very polite and considerate and look after each other well.
- You know how to be healthy by exercising and by eating the right food.
- The adults in school make sure that you are safe and very well cared for.
- Teachers make your lessons exciting. They listen carefully to your ideas and involve you fully in your learning.

I have asked your headteacher to:

- provide more opportunities for you to learn about the cultures of the different groups of people that live in Britain today.

You can help by continuing to be curious, and interested in learning about other people who live in our country.

I enjoyed my visit to your school very much. Thank you once again.