

Melbourne Community Primary School

Inspection report

Unique Reference Number	117873
Local Authority	East Riding of Yorkshire
Inspection number	339091
Inspection dates	16–17 November 2009
Reporting inspector	Christine Millett

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 of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Mr Tim Blackmore
Headteacher	Mr Tim Brenchley
Date of previous school inspection	1 March 2007
School address	Main Street Melbourne York YO42 4QE
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school development plan, minutes of governors' meetings, the school's monitoring records and analyses of pupils' attainment and progress. Inspectors analysed 86 questionnaires returned by parents.

- attainment on entry to, and exit from, Early Years Foundation Stage
- what progress is being made towards community cohesion
- the strengths that are to be found in Every Child Matters outcomes
- the quality of teaching and learning throughout the school.

Information about the school

This is a smaller than average primary school located in the village of Melbourne on the outskirts of the city of York. The vast majority of pupils are of White British heritage. The proportion of those entitled to free school meals is well below average. The percentage of pupils with special educational needs and/or disabilities varies from year. It is currently well below average. There is provision for Early Years Foundation Stage in a Nursery class, mornings only, and a Reception class. An after-school club, managed by governors, makes use of the school premises. The school has gained the Healthy Schools Award, Activemark and Basic Skills Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. There are strengths in relation to the good personal development of pupils, including their contribution to the community, the extent to which they adopt a healthy lifestyle and their excellent attendance. Parents overall are supportive of the school, with most being satisfied with the education their children receive.

During their time in school, pupils make satisfactory progress and achievement is satisfactory. By the end of year 6, standards are in line with national averages in English, mathematics and science. Small, fluctuating cohorts make it difficult to identify any particular groups or subjects that are consistently stronger or weaker than others. Work to improve standards has already begun and the school's tracking system shows that this is having an impact. Skilled support from teaching assistants ensures that pupils with special educational needs and/or difficulties can access the curriculum and make the same progress as their peers. The satisfactory achievement of pupils, their contributions to the community and above average attendance prepares them adequately for the future, though their awareness of different faiths and cultures and life in multicultural Britain is limited.

Satisfactory teaching overall leads to pupils making satisfactory progress. Some good and outstanding elements were seen in some lessons. Teachers plan lessons well, make good use of resources and relationships in most classes are good. The large majority of pupils say they enjoy school. Pupils are frequently unaware of how to improve their work and the use of targets to encourage progress is inconsistent across the school. Much work has been done to introduce a creative curriculum but this is not yet fully embedded. Behaviour is satisfactory in lessons. There are times in the playground when inappropriate behaviour remains unchecked as a result of limited adult supervision.

Leadership and management are satisfactory. While it is too early to see the full impact of recent developments, the school does have satisfactory capacity to improve because self-evaluation is largely accurate. Governors are willing to carry out their responsibilities but are not yet fully engaged in monitoring and evaluating progress.

What does the school need to do to improve further?

- Increase the involvement of governors by:
 - ensuring all governors have a clear understanding of their roles and responsibilities
 - regular checking, by governors, that strategies the school introduces are

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monitored and evaluated in order to drive up standards

- setting deadlines by which actions should be completed.
- Improve playground behaviour by:
 - implementing the new behaviour policy as soon as possible
 - consulting with parents and staff on managing its implementation
 - increasing the number of staff on duty.
- Continue to develop community cohesion by:
 - increasing pupils' awareness of different faiths and cultures and life in multicultural Britain.

Outcomes for individuals and groups of pupils**3**

The large majority of pupils say they are enjoying their learning in all areas of the curriculum. They are making satisfactory progress overall. The children in the Early Years Foundation Stage get off to a good start and make good progress in their learning. Pupils' progress through Key Stage 1 and Key Stage 2 is satisfactory and they reach broadly average standards by the time they leave. While year-on-year fluctuations in small cohorts can distort data, the improvement in attainment of the more able has been identified as an area for development and action is being taken to bring this about. Test results in 2009 saw an increase in the number of pupils reaching the higher levels. Pupils who find learning difficult make satisfactory progress towards their targets because the support they receive is well focused on their specific needs. Assessment information indicates that pupils' progress from their starting points has been consistently satisfactory over the last three years.

Behaviour and concentration in lessons is satisfactory. While some parents and pupils raised concerns over behaviour, no disruptions to lessons due to inappropriate behaviour were seen during the inspection. Behaviour at other times sometimes lacks restraint, yet the majority of pupils said they felt safe.

Discussion with pupils of all ages showed that they have a good understanding about how to live a healthy lifestyle. For example, children in the Reception class spoke confidently about a healthy meal and the effects of exercise. Pupils' contribution to the local community is effective through activities such as the distribution of harvest gifts, the grandparents' lunch and fund-raising for local charities. Pupils' grasp of basic skills, their competent use of information and communication technology (ICT) and their developing personal qualities equip them satisfactorily for the next stage of their education. There are few links with other communities on a national or international scale and this limits pupils' spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is uneven. The majority of lessons seen were at least satisfactory with some examples of good and outstanding practice. Where teaching is most effective, lessons provide stimulating activities, take the whole range of pupils' needs into account so that all have an appropriate level of challenge, and the pace of learning is brisk. However, in some lessons pupils found the learning too easy and the pace of learning not fast enough. ICT is often used effectively to add interest to lesson delivery. Pupils' own skills are developing well, as was seen in one lesson where a group of pupils were delivering, confidently and skillfully, their own elaborate PowerPoint presentation on an Egyptian pharaoh to the rest of the class. Teaching assistants make a valuable contribution to pupils' learning, particularly those pupils who have special educational needs and/or disabilities. Support strategies and interventions are used well. The marking of work does not always inform pupils how to improve.

The curriculum currently meets statutory requirements. It is undergoing a complete overhaul which is beginning to provide pupils with creative and relevant learning experiences. It is enriched by opportunities for pupils to develop skills in sports and the arts and by modern foreign language provision. Overall, care and support are satisfactory, but at playtimes there are too few strategies to engage pupils and ensure that play does not become too boisterous.

These are the grades for the quality of provision

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The leadership and management are satisfactory. School leaders have welcomed the support of partners and the local authority in the quest for improvement. This is a relatively small school with a small leadership team. There is, however, a very strong sense of teamwork among all staff. They are extremely dedicated and willing to take on the responsibilities necessary to drive the school forward but need clearer direction from senior leaders.

The very supportive governing body is increasing its capacity to hold the school to account. It does not yet provide sufficient challenge to the school about the level of care or the pace at which developments are taking place. Nor are their systems for monitoring and evaluating what is happening in school sufficiently rigorous.

Most parents and carers expressed positive views of the school, reflecting the good relationships that exist between parents and carers, the staff and the pupils. The school complies with government requirements for safeguarding, health and safety and child protection. Its inclusive ethos supports equal opportunities and pupils' full entitlement to education. The school works well with outside agencies and the high school to support pupils' health, welfare, social and learning needs. Provision for community cohesion is satisfactory. Leaders recognise that opportunities for pupils to learn about cultural, ethnic and religious diversity beyond the school gates are limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with skills and knowledge that are broadly in line with those expected for their age and they then make good progress. Provision has improved recently as a result of extended and refurbished accommodation. Resources are used well but some appear to be more appropriate for those children in Nursery than Reception. Children enjoy coming to school and they feel safe and secure in a caring and supportive environment. Children's welfare is managed and nurtured well.

Good links with parents ensure that children's emotional and welfare needs are identified and accommodated from the start. Parents are welcomed as partners in their child's education and many parents praise the strong relationships they have with the adults in the Foundation Stage unit. Good induction programmes and clear daily routines help children settle in quickly. The caring relationships between the adults and children are evident and give the children confidence to join in with all activities. Children behave well. Children enjoy the lively and imaginative lessons with many active practical experiences, as was seen at the 'car wash'. They show initiative and have good relationships with each other, patiently taking turns, sharing equipment and helping their friends carry bowls of soapy water.

Children experience an extensive range of well-planned activities across all six areas of learning. There is a good balance between child-initiated and adult-directed activities. There are regular opportunities for purposeful play and exploration outside where children learn through first-hand experiences. The Foundation Stage team are knowledgeable practitioners and work well together to ensure all groups of children achieve well. Children's progress is tracked and recorded in their attractive 'learning journeys'. Those who are experiencing difficulties are identified early and given support.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The school and its staff enjoy the confidence of most parents who returned the

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questionnaire. A very large majority of respondents felt that school keeps pupils safe and helps them maintain a healthy lifestyle. A number of individual comments voiced appreciation for the level of care and support given to pupils, particularly those with special educational needs and/or disabilities. The inspectors agreed with a minority who were concerned about playground behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Melbourne Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	44	44	51	2	2	1	1
The school keeps my child safe	42	49	33	38	9	10	1	1
The school informs me about my child's progress	20	23	54	63	10	12	1	1
My child is making enough progress at this school	24	28	44	51	15	17	2	2
The teaching is good at this school	26	30	46	53	10	12	0	0
The school helps me to support my child's learning	23	27	48	56	11	13	0	0
The school helps my child to have a healthy lifestyle	32	37	46	53	5	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	16	41	48	9	10	1	1
The school meets my child's particular needs	24	28	46	53	12	14	1	1
The school deals effectively with unacceptable behaviour	11	13	48	56	12	14	9	10
The school takes account of my suggestions and concerns	19	22	46	53	9	10	6	7
The school is led and managed effectively	18	21	36	42	13	15	11	13
Overall, I am happy with my child's experience at this school	32	37	40	47	10	12	3	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2009

Dear Pupils

Inspection of Melbourne Community Primary School, York, YO42 4QE

Thank you very much for your welcome when we visited your school recently. We would like to say a special 'thank you' to those members of the school council who gave up their time to talk to us. Many of you told us how much you enjoy being at school. We believe that Melbourne Primary School provides you with a satisfactory education.

What we liked most about your school:

- most of you are friendly, polite and helpful to each other
- your behaviour is satisfactory
- you get off to a good start in the Foundation class and make satisfactory progress over your time in the school to reach average standards
- you enjoy coming to school and most of you arrive on time
- adults look after you and make sure you are safe
- teaching is satisfactory and teachers try to make lessons interesting and exciting
- the school is well led and managed, and a large majority of your parents are pleased with the school and the help you receive
- you show a good understanding of healthy lifestyles and know how to stay safe
- you contribute well to the life of the school and the local community
- your school is helping you prepare for the next stages in your education.

One of the reasons for our visit was to see how your school can improve. As a result, we have asked:

- Mr Brenchley and your teachers to give you some clear rules for when you are playing outside so that no one gets hurt at playtime.
- The school governors to visit school to make sure you are being well taught, starting to make better progress and that things get done quickly.
- For you to learn more about children who live in other parts of Britain and the world.

I am sure you will all want to help make your school better by working hard and playing together nicely.

Yours sincerely

Mrs Christine Millett

Lead inspector

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