

Aiskew, Leeming Bar Church of England Primary School

Inspection report

Unique Reference Number	121472
Local Authority	North Yorkshire
Inspection number	339950
Inspection dates	17–18 November 2009
Reporting inspector	Clive Petts

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	66
Appropriate authority	The governing body
Chair	Mrs E Bentley
Headteacher	Mr S Simper
Date of previous school inspection	5 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons, and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work and analysed 32 questionnaire responses from parents and carers. The team also looked at data on pupils' progress, governor's minutes, the school improvement plan, school policies and procedures, scrutinised pupils' work and spoke to the School Improvement Partner.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the school's drive to improve the rate of pupils' progress and raise their levels of achievement in Years 1 to 6, including the quality of support and intervention
- the overall effectiveness of the Early Years Foundation Stage
- the capacity of leaders and managers to sustain school improvement, particularly in the quality of learning and the rate of progress in English and science by the end of Year 6.

Information about the school

Aiskew, Leeming Bar is a small school in North Yorkshire. Nearly all pupils are from a White British background. A very small proportion of pupils speak English as an additional language. About one fifth of the pupils are from families serving in the armed forces from nearby bases. A much lower than average proportion of children is eligible for free school meals. Lower than average numbers have special educational needs and/or disabilities and no pupil has a statement of special educational needs. The Early Years Foundation Stage consists of a small group of Reception-age children who are taught in a mixed-age class with Year 1. They are accommodated in a temporary classroom while purpose-built facilities are completed. The school has recently been awarded Healthy Schools status.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school which is swiftly improving because the headteacher has a crystal clear vision to provide the very best for each pupil. The school has made strenuous efforts to tackle the decline in Key Stage 2 pupils' achievement during a period of unsettled staffing. The actions taken to improve provision are already evident as the drive to eliminate underachievement gains momentum. All parents and carers are happy with their children's experience in school and nearly all feel that their children are kept safe. The school makes concerted efforts to ensure that all pupils are included no matter what their background or circumstances.

The starting points of most children in Reception are typical for their age. Children make good progress in their personal development. Academically, their progress is satisfactory and improving quickly despite the shortcomings in the outdoor provision and opportunities that are missed to make learning even more challenging. By the end of Year 6, overall attainment is broadly average, although in mathematics standards are significantly above average as a result of the success the school has in teaching pupils how to think logically and reason. Although the progress made by pupils with special educational needs and/or disabilities is satisfactory overall, it does fluctuate in Years 2, 3 and 4 where extra support is not available in all lessons.

Over time, the quality of teaching has been satisfactory. There are now clear indications of lasting improvement, with some good-quality, imaginative teaching observed during the inspection. However, some relative weaknesses remain in the lack of rigour with which information about pupils' attainment and progress is used to plan tasks which fully match pupils' needs and in prioritising classroom support.

Pupils' personal development is good because the school takes good care of everyone in a really happy family atmosphere. From the moment they walk through the door, each pupil is known as an individual and pupils' unique needs are thoughtfully considered. Pupils are keen and enthusiastic and are willing to take on responsibility around the school, for example older pupils helping younger pupils to choose a balanced meal. Their enjoyment in school life is reflected in their excellent attendance. Pupils find out about the diversity that exists in the wider and global communities. They participate in local community events such as the carol service in the nearby farm barn.

The headteacher is determined to tackle underperformance and is ably supported in this by a reinvigorated governing body. Although the self-review judgements are accurate, the evaluation of the impact of actions taken is not always rigorous enough to make certain that there is an even pattern of progress for all groups of pupils. Senior leaders are working effectively to eradicate shortcomings in provision, for example in relation to

the new build for Reception to enhance learning both indoors and outdoors. Good use is made of partnerships to bolster school improvement. This is all having a positive effect on the sense of purpose of a hardworking team of staff. Together with the rapidly improving achievement, this demonstrates that there is a good capacity to continue to improve and sustain the gains made.

What does the school need to do to improve further?

- Sharpen the school's approach to checking on pupils' progress by:
 - developing more systematic and rigorous approaches to monitor and evaluate the impact of all actions taken to raise achievement
 - enabling intervention and support to be more effectively targeted to ensure a good, even rate of progress for all pupils, especially pupils with special needs and/or disabilities.
- Accelerate the speed of children's progress in the Early Years Foundation Stage by:
 - extending the range of child-initiated opportunities to ensure that children find things out for themselves
 - providing children with continuous access to outside learning
 - assessing the impact on children's learning of the tasks staff set in order to more finely tune learning and extend the range of stimulating activities.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

A strong sense of family, characterised by a happy, friendly atmosphere, underpins the good behaviour. Older pupils display exemplary behaviour in classrooms and this contributes effectively to their improving achievement. They are keen to do well and try hard with their work. After a two-year period in which Year 6 pupils underachieved, the successful action taken by the school to raise standards and improve teaching resulted in Year 6 pupils in 2009 making satisfactory progress. There was a significant improvement in mathematics and more modest improvements in English and science. Year 2 assessments by teachers reveal a more consistent pattern of above average attainment. Although improving quickly, pupils' achievement is satisfactory overall. Pupils with special educational needs and/or disabilities also make satisfactory, but patchy progress. Pupils who arrive mid-year or part-way through their primary education often make good progress. This includes pupils recently arrived in the country and at an early stage of learning English as an additional language. However, assessment information is not always used to best effect to target support priorities, for example in Years 2, 3 and 4. Consequently, in those lessons where extra support is not available the rate of progress slows, especially for pupils with special educational needs and/or disabilities.

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

The attendance of nearly all pupils is excellent. Playtimes are active and lively with most pupils demonstrating responsible and safe behaviour. After-school clubs are well attended, with pupils eager to join a wide range of activities, for example cooking a range of breadsticks under the guidance of a chef. Pupils are confident about sharing any worries or concerns with staff and report that bullying is rare. They state that any inappropriate behaviour is promptly and effectively managed. Growing their own vegetables for use in the kitchen gives pupils an awareness of the benefits of a balanced diet and of food sources. They also understand the value of keeping fit. The school council takes much pride in its contribution to improving the school. Pupils' spiritual, moral, social and cultural development is good and provides a firm focus on mutual respect and right and wrong, which supports their personal development very successfully.

These are the grades for pupils' outcomes

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	2
Pupils' behaviour	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The recent improvements in the overall quality of teaching indicated by the better 2009 Year 6 national test results were evident during the inspection. However, these

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

improvements are too recent to confirm that their impact is enabling pupils consistently to make better than satisfactory progress overall. In the best lessons, teachers challenge pupils to think logically, rationally and confidently, and to explain their techniques clearly. Teachers mark pupils work regularly, providing positive encouragement and helping pupils to improve. Pupils are familiar with their targets and are confidently developing their own assessment skills. However, assessment information is not always used consistently to pinpoint weaknesses and target priorities for support, for example with pupils with special educational needs and/or disabilities. Independent thinking is successfully encouraged in Years 5 and 6 but not all opportunities are taken with younger pupils to develop self-reliant learning.

The curriculum is good and strengthening. Strategies to link subjects together across the curriculum through the use of interesting topics are being successfully used. For example, pupils dressed as monks on a visit to nearby Fountains Abbey when they learned about life in the time of Henry the Eighth. Good opportunities are provided for pupils to apply their basic skills across the curriculum. The links that have been forged with Germany and Zimbabwe add to pupils' language skills and their understanding of global diversity. There is a good range of activities outside the classroom to enrich learning, for example a residential experience for older pupils.

The very good quality of care fosters a strong sense of belonging for pupils and families. Care is taken to ensure that pupils from all backgrounds, including those who arrive and leave at short notice, are fully included. This includes pupils whose families are serving in the armed forces and those from Traveller families. Staff have a good knowledge of each child and enjoy very harmonious relationships with parents and carers who are keen to be part of their children's learning. Parents and carers speak highly of the quality of induction to the school and of the transition to the next stage of their children's education. Potentially vulnerable pupils are thoughtfully included in all activities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and governors' ambition to enable all pupils to achieve as well as they can is shared by all staff. Recent staffing issues that have slowed the pace of improvement have been painstakingly and sensitively managed and there are positive signs of pupils' rising standards and better achievement. The drive for improvement is

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

reinforced by good development planning. Senior leaders are aware of the need to evaluate the impact of their actions systematically. The current system to check on pupils' progress contains much information, but it is not always analysed sharply enough to ensure that best practice becomes a consistent feature of provision. The school has secure safeguarding systems which meet requirements and keep all pupils healthy and safe. Issues of safety are effectively integrated into pupils' learning, for example they are taught to adopt good e-safety habits and reminded to wear car seat belts. The school works hard to keep parents and carers informed of their children's and the school's progress, and parents and carers appreciate the ease with which staff can be approached. The school makes a good contribution to community cohesion with close parish, local and wider community relations. Developing links with Europe and Africa give pupils an insight into global diversity. The school promotes inclusion, illustrated by the friendly, happy atmosphere, but recognises that pupils should achieve more. The school offers satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

On arrival in Reception, children's skills are in line with those expected for their age. The warm, welcoming atmosphere ensures that children settle quickly and confidently. This is much appreciated by parents and carers. Children make good progress developing their personal skills as they become familiar with routines. Their behaviour is impressive and they enjoy close and trusting relationships with staff, for example they listen closely to guidance, learning to share and play together amicably. Children are encouraged to

think for themselves, although not all opportunities are taken to allow them to initiate their own learning. The absence of direct access to an appropriate outdoor learning area restricts their options to explore and investigate. There is a strong focus on speaking and listening and good use is made of open-ended questions to promote children's thinking skills and to deepen their understanding. One example involved relating how heavy rain falls into a puddle and how a rainbow forms when the sun appears. Children make satisfactory progress to reach the levels expected for their age, although their personal skills often exceed what is expected. Children are very conscious of the benefits of eating healthily and adopt good hygiene habits before and after eating. The provision is satisfactorily led and managed. Observations of children's work are regular and systematic. Assessments are accurate, but not always used to evaluate the quality of learning, to plan greater challenge or to increase the pace of children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

In response to the questionnaire, nearly all parents and carers were extremely positive about the school. They appreciate the changes made by the headteacher and value the care and consideration given to their children. Parents and carers express confidence that any concerns are listened to carefully and acted upon appropriately. The school received high praise for the enjoyment it provides for their children. Parents and carers might find it helpful to know that there were a very small number of concerns received. The inspectors found that these issues were being addressed and managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Aiskew, Leeming Bar Church of England 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 inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	63	12	38	0	0	0	0
The school keeps my child safe	23	72	8	25	1	3	0	0
The school informs me about my child's progress	18	56	13	41	0	0	1	3
My child is making enough progress at this school	17	53	12	38	3	9	0	0
The teaching is good at this school	16	50	15	47	1	3	0	0
The school helps me to support my child's learning	14	44	15	47	1	3	0	0
The school helps my child to have a healthy lifestyle	23	72	8	25	1	3	0	0
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	44	12	38	2	6	0	0
The school meets my child's particular needs	15	47	15	47	1	3	0	0
The school deals effectively with unacceptable behaviour	13	41	14	44	4	13	0	0
The school takes account of my suggestions and concerns	16	50	14	44	1	3	0	0
The school is led and managed effectively	15	47	14	44	3	9	0	0
Overall, I am happy with my child's experience at this school	18	56	14	44	0	0	0	0

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 pupils' 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.



19 November 2009

Dear Pupils

Inspection of Aiskew, Leeming Bar Church of England Primary School, Northallerton DL7 9AU

Thank you for being so very friendly, polite and helpful when we inspected your school. We really did enjoy our time at Aiskew, Leeming Bar particularly hearing how much you really like being at school with your friends. I would like to tell you about some of the good things about your school.

- The school staff care for you well and help you to develop good personal skills.
- Your considerate attitudes and enjoyment of school life are impressive and this is reflected in your excellent attendance and good behaviour.
- You know how to stay safe, keep fit and keep active to remain healthy.
- The school enjoys good relationships with your parents and carers and there are good partnerships with other schools and support agencies.
- You have a headteacher and governors who want to make the school even better and they are well supported by a hardworking team of staff.

Your school provides you with a satisfactory though swiftly improving education. By the time you leave school, the standards you reach are broadly average although some of you should do better. To help your school to improve and to make sure that you achieve higher standards in all subjects, I have asked the school to make sure that:

- your progress is carefully checked so that your teachers can quickly pick up if you have any difficulties with your work or are not doing as well as you should, and you can be given extra help
- the quality of outdoor learning for Reception children is improved to provide them with easy access and to make certain that they have more opportunities to learn for themselves and to extend their knowledge and understanding.

You can play your part by continuing to work as hard as you possibly can. Thank you for helping with this inspection. We hope the school will continue to build on its strengths. We wish you all the best of luck.

Yours sincerely

Clive Petts

Lead inspector

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