

Leyburn Community Primary School

Inspection report

Unique Reference Number	121304
Local Authority	North Yorkshire
Inspection number	327452
Inspection date	22 September 2008
Reporting inspector	Roger Gill

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	210
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	Mr N Ramsey
Headteacher	Mr M.G. Clarkson
Date of previous school inspection	9 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wensleydale Avenue Leyburn North Yorkshire DL8 5SD

Age group	3–11
Inspection date	22 September 2008
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement in relation to the school's judgement that it is outstanding; improvements in the quality of provision in the Early Years Foundation Stage; and the way that pupils are involved in their own targets for improvement. Evidence was gathered from the school's judgements about attainment on entry, provisional test results in 2008, teachers' records, observations of teaching, pupils' current work and discussions with senior managers, pupils and governors. 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 smaller than average sized school situated in a relatively advantaged area. Most pupils live in the immediate locality but about a third travels some distance to school often from isolated rural settings. The vast majority of pupils are of White British origin. A below average proportion of pupils have learning difficulties and/or disabilities. The birth rate is falling locally, which has resulted in fewer pupils than usual joining the school. Consequently, from September 2008 there are some mixed-age classes in school. The Early Years Foundation Stage (EYFS) comprises a Nursery and Reception class. Reception aged children are mixed with Year 1 pupils for some activities. The school possesses a Basic Skills Quality Mark and an Inclusion Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. High performance is the hallmark of this school. It has maintained an excellent level of provision in the last three years including the curriculum for information and communication technology (ICT), which continues to produce top quality achievement among pupils. The standard of pupils' writing and the quality of provision in the EYFS have advanced strongly since it was last inspected.

The majority of parents believe this to be a superb school in which, as some state, the headteacher and staff do an, 'exceptional job for pupils'. The recently implemented arrangement for mixed-age classes in some year groups causes anxiety for a minority of parents. Inspection findings reveal that learning in these classes is very well managed and progress in lessons is currently as brisk as it is elsewhere in the school.

The school's awards for basic skills and inclusion are certainly continuing to have a profound effect on standards and achievement. By the end of Year 6, standards are well above average. They have risen dramatically in the last two years. This is principally the case in writing and mathematics. Provisional test results in 2008 show that standards in English and mathematics were exceptionally high compared to the expected level for pupils' ages. This represents excellent achievement particularly when pupils' relatively low levels of attainment at the beginning of EYFS are taken into account. There have also been marked improvements in standards at the end of Year 2. Achievement in 2008 is judged to be first-rate, because pupils in Year 2 with learning difficulties and/or disabilities made such robust progress and the proportion of pupils who reached above average standards has increased well.

In comparison, standards in science, while above the expectations for pupils' age, could be higher still. Most pupils achieve well in science but the rate at which some pupils use their knowledge to tackle new problems occasionally lacks pace. This is a relative shortcoming in an otherwise very positive picture of standards and achievement. Pupils' achievements are due to the way in which challenging targets are set, teaching is geared to meeting them and pupils understand how to improve their learning. All teaching is at least good and some is outstanding. In the most effective lessons pupils are glued to the task, there is a free flowing discussion about learning and enjoyment is the watchword.

Pupils are very enthusiastic about everything in school: absorbing lessons; the high quality care they receive; and the engaging curriculum. As a result, attendance continues to be well above the national average. Pupils' eyes light up when trying out their Spanish, which is taught in Years 4, 5 and 6 to great effect. Moreover, French is being introduced into Year 3, which further enriches the wide-ranging curriculum. Attitudes to keeping healthy, safe and involved are very positive as demonstrated by pupils' dedication to sport, sticking to the school's zero tolerance of bullying and speaking knowledgably about their academic targets.

The school equips pupils very effectively for life beyond school. Their confidence, social skills, sense of fair play and interest in life beyond their immediate locality are developed dynamically. Finding out about other children around the world is becoming a passion among pupils. They have 'E-Pals' in London, the USA, Spain and Italy with whom they swap news about everyday life. Moreover, pupils' suggestions have recently resulted in the school's interest in recycling. These activities help them to relate to global issues. Residential trips to other parts of the country ensure that pupils gain valuable skills of independence.

The headteacher leads with clarity of purpose and delegates with confidence. School self-evaluation is rigorous, which produces a battery of useful evidence. The school's contribution to community cohesion is good but not yet outstanding because there has not yet been time for initiatives to be fully assessed by the staff. The sustained success of the school is brought about by leadership and management, which concentrate firmly on finding ways to improve learning and pupils' achievement. For example, the school's coordinator of learning for pupils with learning difficulties and/or disabilities has recently been recognised by the local authority as a leading practitioner owing to the provision at Leyburn. These pupils make strong strides in their learning. The school's track record in all respects demonstrates a great potential for even further success.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The quality of the EYFS is excellent. The mixed Reception and Year 1 class is managed expertly to negate any disruption to children's learning. Children make outstanding progress from predominantly below national age related levels on entry to Nursery, to above typical expectations by the end of Reception. Intakes are often characterised by a proportion of children who lack confidence socially and in communicating verbally. Outstanding achievement, particularly in personal development and communication, has been secured progressively over the last two years as improvements since the last inspection have taken effect. The timing of children's entry into school has been streamlined to very good effect and the Nursery and Reception classes work together in unison. Leadership and management, which are top-quality, devise activities that help children learn quickly. Moreover, all staff exhibit high levels of care and contact with parents, which result in children's first-rate personal development. Opportunities to play are expertly organised. These challenge children's thinking and their ability to talk about what they are doing. All-weather activities outside are a mirror of what takes place indoors. Freely chosen tasks like filling motorbikes up with petrol while other children play at taking notes on a clipboard develop social skills at a pace. Very well taught sessions on letters and their sounds ensure that the early stages of reading are grasped thoroughly. The scale of evaluation behind the scenes is notable. Children's learning is assessed in great detail and their progress is tracked in ways that make sure that their next steps are planned with precision. Moreover, this enables a very smooth transition to Year 1.

What the school should do to improve further

- Improve pupil's achievements in science, by the end of Year 6, to match those in English and mathematics.

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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 ¹ reached by learners	1
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

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	1
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?	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

How effective are leadership and management in raising achievement and supporting all learners?	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**

Thank you for your help when I inspected your school. I thoroughly enjoyed my time with you. As soon as I walked around the building and saw your superb information and communication technology (ICT) room, the many interesting displays of work, the exciting things to do in the school grounds and the opportunities for play in Nursery and Reception, I knew that my day would be a rewarding one.

You go to an outstanding school but you know that already because many of you were told that three years ago. What is more, the levels pupils reach by the end of Year 6 have improved really well in writing and mathematics. Many things are still excellent such as your personal development and the way you are cared for and supported. I found it fascinating to talk to some of you about your work and what you enjoy most. You certainly have a healthy outlook, are free from bullying and take part in school activities with great enthusiasm. What impressed me most was how keen you are about Leyburn and what you can do there such as sport, residential trips, ICT, Spanish and your 'E-Pals' connections. The children in Nursery and Reception classes are lucky to have many more things to play with in an area that has improved since the school's last inspection.

You say that teaching is brilliant and it helps you to learn very well and I agree. You do your best by behaving thoughtfully and keeping positive. Your school is a thriving place in which to learn. It is also outward looking in the way that you have many local connections and international links.

I know everyone wants to do even better and I have asked your school to do one thing to help. Your headteacher needs to make sure that your progress in science is always as fast as it is in English and mathematics. I am sure that this can be done, especially if you all remember what you have learnt in previous science lessons and use that knowledge confidently and quickly when faced with new lines of investigation or problems to solve.