

# Leavening Community Primary School

Back Lane, Leavening, Malton, North Yorkshire, YO17 9SW

**Inspection dates** 6–7 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Highly effective leadership and management have raised pupils' achievement by ensuring better teaching since the previous inspection, despite substantial changes to staffing.
- Achievement and teaching continue to improve through the clear leadership provided by the headteacher, middle leaders and the effective governing body.
- Progress has been particularly strong in reading and mathematics in the current year because staff have focused on these aspects of pupils' learning.
- Provision in the early years is good and recent changes to the provision enables children to make a good start through interesting activities that help them to learn effectively both in the classroom and outdoors.
- Pupils' good behaviour contributes to the progress that they make. Pupils of different ages get on extremely well together. They enjoy learning as well as the social opportunities that the school provides.
- Pupils' spiritual, moral and social development is promoted well. There is a strong emphasis on respect and tolerance that encourages pupils to celebrate difference.
- Pupils feel safe and secure in school. They are well cared for and, as a result, enjoy their time at school. This view is shared by parents.
- Attractive displays of pupils' work in classrooms and corridors create interesting and stimulating places for pupils to work in.

### It is not yet an outstanding school because

- There are too few instances of outstanding teaching to make pupils' achievement outstanding.
- Progress in writing, although good, is not as consistently strong as in mathematics; some teachers accept standards of writing that are too low.
- Teachers' written feedback to pupils does not always identify where pupils need more practice in order to deepen their understanding. Occasionally, teachers' questions do not give pupils the chance to explain and fully develop their ideas.
- Not all pupils have developed a fluent style of handwriting and some do not present their work as neatly as they should.

## Information about this inspection

- The inspector observed teaching in all classes. Most lessons were observed jointly with the headteacher. The inspector examined pupils' work, spoke to them in lessons and heard some pupils from Year 2 read. The inspector also visited the playground and the dining hall to talk to pupils to gain their views.
- The inspector reviewed a range of documents, including the school's plans for improvement and policies about keeping pupils safe. Information about pupils' progress was also examined.
- The inspector held discussions with teachers, the headteacher, school leaders, five members of the governing body and a local authority officer.
- The inspector analysed the views of 14 parents from the Parent View online survey. Four parents spoke to the inspector during the inspection and their views were also considered.
- The inspector considered the views of 12 teaching and non-teaching staff through the completion of a written questionnaire.

## Inspection team

Jonathan Chicken, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school in a rural location. Most pupils come from the immediate surrounding area, including from several nearby villages.
- The vast majority of pupils are White British and none speak English as an additional language.
- The proportion of disadvantaged pupils, entitled to support from the pupil premium, is much smaller than the average. The pupil premium is additional funding which is provided for pupils who are known to be eligible for free school meals and for children looked after by the local authority.
- The proportions of disabled pupils and those who have special educational needs are lower than the national average.
- In the early years, there is part-time provision for Nursery children. Reception provision is full time. When Nursery children are present, Reception children join with them. At other times, the Reception children are grouped with pupils from Years 1 and 2.
- Pupils in Key Stages 1 and 2 are taught in mixed-age classes.
- The school meets the government's current floor standard, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Shortly after the last inspection, the newly appointed headteacher was absent from school for an extended period of time. During this period, the school was led by a senior teacher with the support of the headteacher of another local school.
- Since the last inspection, there have been considerable changes to both teaching and non-teaching staff.

### What does the school need to do to improve further?

- Improve teaching so that it is typically outstanding and further raises pupils' achievement by ensuring that:
  - teachers always ask questions to deepen and challenge pupils' thinking at their differing levels of ability
  - marking tells pupils more clearly how well they have done and consistently gives them advice on how they can improve their work and that pupils are given sufficient opportunity to respond to teachers' comments.
- Accelerate further progress in writing, particularly for older pupils, by:
  - providing more opportunities for pupils to write longer pieces of work, and to practise and consolidate the skills learnt in English lessons in other subjects
  - improving pupils' handwriting and presentation skills across the school.

## Inspection judgements

### The leadership and management are good

- The headteacher, staff and governors share a commitment and determination to provide the best possible learning and experiences for pupils. These leaders have worked relentlessly to eradicate weaker teaching and improve the outcomes for pupils. As a result leaders have made good progress in addressing the areas for improvement identified at the school's previous inspection.
- Arrangements for managing teachers' performance are well established and robust. Teachers know they are accountable for pupils' progress. Where any weaknesses in teaching are identified, leaders take rapid and effective action to secure the improvements needed. There are good professional development opportunities for staff to help them improve their skills.
- The school's improvement plan sets out very clearly leaders' and governors' priorities. It highlights the staff responsible, allocates resources and indicates the criteria against which success will be measured. The plan is based on a highly accurate evaluation of what the school needs to do next to continue to improve.
- Middle leaders are effective. They know the strengths and weaknesses in their subjects and areas of responsibility. Regular scrutiny of pupils' books, planning and checks on how well pupils are learning are used effectively to monitor pupils' progress. Leaders make a good contribution to whole-school development as well as providing skills and expertise within their areas of responsibility. However, since these leaders are relatively new to their posts, there has not been enough time to see the full impact of their work on pupils' attainment and progress.
- Additional funding for disadvantaged pupils is used effectively to ensure that all eligible pupils achieve well. Their progress is tracked carefully and effective support is given to help them catch up if they are at risk of falling behind.
- Additional primary physical education and sport funding is used effectively to provide specialist coaching for pupils and to develop teachers' skills. As a result more pupils are able to participate in an increased range and variety of sports during the very popular weekly sessions and learn the importance of regular exercise as part of a healthy lifestyle.
- Staff and governors have a strong commitment to equality of opportunity and check that all groups of pupils are making at least good progress. They ensure that pupils learn without any type of discrimination and foster good relations throughout the school community and beyond.
- Safeguarding arrangements are effective and meet statutory requirements.
- Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum and in assemblies as well as in the values of the school. They learn about differences in faiths, cultures and backgrounds. During the inspection, older pupils learned about symbols used by people of Jewish religion. Pupils are well prepared for life in modern Britain as the school's values foster a culture of respect and tolerance where difference is celebrated.
- The school's curriculum is vibrant, effective and is linked to pupils' interests and ideas. A clear structure to learning is shared with parents and, as a result, topics such as art and sculpture take account of local specialisms and resources. Planned visits to a local zoo and sculpture park, along with residential experiences, add to the rich experiences that the school offers. The recently introduced forest school initiative is popular with pupils and parents, all of whom value the opportunities of outdoor learning.
- The local authority has closely monitored the school's performance and has effectively supported leaders in improving aspects of the school and evaluating the impact of these actions. As a result the headteacher has maintained a very sharp focus on the school's priorities.
- **The governance of the school:**
  - Governance is effective and governors can clearly describe their increased effectiveness in challenging the school to do better. They have improved their own overall effectiveness through self-review and the subsequent appointment of governors with the right skills to bring further improvement.
  - The headteacher provides governors with detailed reports of pupils' progress, information on the school's performance and on the quality of teaching. As a result governors have a clear understanding of the school's priorities.
  - As regular visitors to the school, governors are confident to question and challenge these reports. Governors record their visits and use these reports to assess the impact of changes they have planned, for example, assessing the impact that new mathematics resources are having on outcomes for pupils.
  - Governors set the headteacher targets for improvement and monitor the performance management arrangements for all teachers. They are fully aware of their responsibilities in tackling underperformance and have demonstrated their resilience in this respect. Pay awards for teachers are linked to improved

performance.

- Governors keep a close eye on the school's financial position. They also check to make sure safeguarding arrangements meet requirements.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Relationships between pupils of all ages and adults are warm and encouraging. Pupils are polite and very welcoming to visitors, and are attentive when engaged in conversation and in groups discussing their views.
- Pupils enjoy coming to school and are eager to learn. They say that good behaviour is typical of their school. This is confirmed by their punctuality, by school records and the views expressed by staff and parents.
- Pupils' conduct around school is good. They move between lessons and activities in an orderly and efficient way. During lunch times, pupils of mixed-ages eat together and share their day's experiences with one another and with the adults who supervise them.
- Pupils feel well cared for and respected by all the adults and know they can go to anyone should they need help or have any concerns.
- Using well-established systems, pupils who do not always behave well are taught to consider the implications of their behaviour on others. Pupils and adults have high regard for this method.
- Pupils praise the school's curriculum and particularly value the opportunities to learn outdoors and those that visits and visitors bring to them. The school's more recent introduction of special forest-based lessons further support pupils' good behaviour and provide pupils with further opportunities to care for their local environment.
- Most pupils take a pride in their work and try to write neatly. Some older pupils are less conscientious and allow the quality of their handwriting and presentation to slip.
- Pupils' behaviour is not outstanding as it has yet to have greater impact on their progress over time.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils have a very good awareness of how to keep safe, for example, when playing near open water or when crossing roads. They say that they feel safe and happy in school and this is reflected in their regular attendance.
- Pupils say they feel safe at school, and almost all parents who responded to the online questionnaire agree. Pupils are well versed in how to stay safe when using the internet and are particularly confident when discussing the risks associated with using social media. They can describe the actions they must take if they have any concerns.
- Pupils do not tolerate discrimination in any form. They say there is no racism, homophobia or name-calling of any kind. Bullying is said to be very rare and pupils say that they have been taught about the different forms that bullying can take and the harm it can do. School records confirm this positive view is typically so over time. Pupils say they would have no hesitation in talking to an adult if they felt uncomfortable with the behaviour of another pupil.

## **The quality of teaching** is good

- Good teaching is driving the increase in pupils' progress throughout the school. Disabled pupils and those who have special educational needs, and disadvantaged pupils, benefit from good teaching and support, both for individuals and small groups. Specialist teachers with good subject knowledge in art, music and physical education use their expertise to improve pupils' skills throughout the school.
- Work in pupils' books, the outcomes of the school's checks and the activities observed during the inspection confirm that teaching is good overall, particularly in Key Stage 1. While work in books confirms pupils' good progress, standards of handwriting and presentation are sometimes inconsistent. This reduces the overall quality of pupils' work at times.
- Teachers use small class sizes to their advantage and are adept at building upon what pupils already know and understand. They plan tasks that are exactly matched to pupils' learning needs and deploy other adults well to ensure that pupils of different ages make good or rapid progress.
- Pupils' understanding in mathematics is often deepened through teachers' use of questioning. For

example, in mathematics, the most able pupils are challenged to apply their knowledge of multiplication to check their answers to increasingly complex division calculations. Carefully chosen questions encourage pupils to explain their calculations carefully. Improvements to the organisation and quality of mathematics teaching since the last inspection are enabling pupils to manage aspects of their own learning and make much stronger progress.

- Reading has a high profile within the school. Pupils are now making good gains in their knowledge of the sounds that letters make, in the early years, and also in Years 1 and 2. This good progress in reading continues in Key Stage 2.
- This high-quality teaching has not always been consistent over time. Recently, a number of staffing changes have taken place in the class for older pupils. While this has generally been managed well, it has led to some variable practice. As a result some work does not always provide the right amount of challenge for these pupils, particularly in writing. There are too few opportunities for pupils to write at length and apply their literacy skills in other subjects and so become more competent in expressing their knowledge and understanding.
- Teachers' marking of pupils' work usually enables them to reflect on their learning. Pupils often act upon high-quality written guidance and have opportunities to respond so that they can make good progress with their work. The more effective marking and feedback are not consistent across subjects and classes.
- During lessons, teachers usually ask questions that promote pupils' learning. On a few occasions, however, their questions do not engage all pupils. As a result opportunities are missed for pupils to extend their thinking and so deepen their learning.

### **The achievement of pupils** is good

- The achievement of pupils is good. Pupils are now particularly successful in reading and mathematics. Achievement in mathematics has not been as strong over time but inspection evidence shows this has now improved. Numbers of pupils within year groups vary between successive years, leading to some variation in the pattern of pupils' attainment over time. Nonetheless, the progress of current pupils across the school is good.
- The school records pupils' progress from the early years to Year 6, and analyses it in great detail. The information that the teachers collect, confirmed by the quality of work in books, shows that, over the last year, pupils have made faster progress than in the past.
- The number of disadvantaged pupils in Year 6 in 2014 was too low to report their achievement compared to that of other pupils both within the school and nationally. Validated school evidence shows that disadvantaged pupils within year groups are currently making good progress and gaps in attainment between them and other pupils are closing.
- Disabled pupils and those who have special educational needs are well supported. Well-organised and carefully planned group and individual teaching ensures that these pupils are making good progress because their individual needs are met well.
- The most able pupils achieve well. They are often set work that makes them think hard, although this is not always the case. The oldest pupils enjoy the more demanding tasks they tackle in small groups. Occasionally, in whole-class writing lessons, work is not challenging enough to make sure that the most able always make rapid progress.
- Pupils' progress in writing has not been as strong as in other subjects. There are not enough occasions for pupils to apply their writing skills in other subjects and this hinders them from making better progress towards the higher standards.

### **The early years provision** is good

- The school provides children with a good start to their education. Children start school with the skills and abilities that are typical for their age. However, there is some variation from year to year in their early reading and writing skills. Nevertheless, they settle well into the routines of school life. They behave well and share, play and work together harmoniously.
- Children make good progress in activities led by adults and those that they choose themselves. These now include opportunities to build shelters and role-play in an outdoor kitchen.
- Early writing opportunities are well planned and successfully stimulate children's interest. For example, a writing opportunity on the underside of a table captured the imagination of a group of boys. As a result these children's high levels of engagement enabled them to make very strong progress.

- During the inspection, children were inquisitive about the effect of adding paint to a foam-based writing activity outdoors. The language-rich discussion that followed was carefully noted by an adult. Comprehensive records of such daily assessments identify what children need to learn next. Learning journals provide a detailed record of each child's progress. Parents report feeling very engaged in their children's learning as a result.
- Phonics (the sounds that letters make) is taught well, and the most able children are already reading phrases and writing simple sentences. Their most recent progress is exceptionally strong because of the effective teaching that is closely matched to different children's needs.
- The leadership and management of the early years are good and improving rapidly. The recently appointed leader promotes outstanding learning. She creates a highly stimulating learning environment and organises a wide range of interesting activities, which make good use of both the indoor and outdoor areas. While many of these changes have happened this year, children are highly motivated to learn. Parents are overwhelmingly supportive of the education their children receive.
- Good leadership ensures that children are kept safe and encourages them to manage risk appropriately. For example, children were observed managing their own safety in the outdoor area while using wheeled vehicles. One child explained the risks to another and suggested a safe way to participate.
- Almost all children achieve well and reach a good level of development by the end of their time in Reception Year. In the current year, most are on track to exceed this level representing good progress overall from their individual starting points. They are well prepared to learn in Year 1.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	121453
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	456122

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Audsley
<b>Headteacher</b>	Sian Mitchell
<b>Date of previous school inspection</b>	31 January 2012
<b>Telephone number</b>	01653 658313
<b>Fax number</b>	01653 658313
<b>Email address</b>	headteacher@leavening.n-yorks.sch.uk

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