

Lealholm Primary School

Lealholm, Whitby, North Yorkshire, YO21 2AQ

Inspection dates 3 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and governors communicate high expectations for the achievement and well-being of all pupils.
- The headteacher ensures that teaching is consistently good so that pupils make at least good progress across all year groups. Pupils achieve average and, for some, above average levels of attainment in both English and mathematics by age 11. Pupils' reading skills and enjoyment of books are particularly strong.
- All teachers know pupils well and are skilled at planning activities to meet individual needs. Pupils' work is very carefully marked and teachers give very precise suggestions for improvement.
- Pupils' behaviour, attitudes to learning, manners and courtesy are exemplary. They feel safe in school and are confident all adults will care for them.
- Governors have a good understanding of how well pupils are making progress and are well equipped to challenge and support the headteacher and her team.
- The school promotes pupils' spiritual, moral, social and cultural development well through the curriculum, as well as through their active involvement in the local community.
- The rich curriculum takes full advantage of the local area. It allows pupils to make strong links between literacy and numeracy in other subjects. They apply their skills with great accuracy and confidence.

It is not yet an outstanding school because

- Teaching is not yet outstanding because teachers do not always check that pupils' learning is on track over the course of a lesson. While the marking of work is thorough, pupils do not always respond to their teachers' comments.
- The skills of middle leaders in conducting and recording their checks on teaching and pupils' progress are not yet fully developed.

Information about this inspection

- On the afternoon of the one day inspection all the pupils in the school were engaged in a pre-arranged sporting activity in the community.
- Inspectors observed five lessons taught by the two full-time teachers and the one part-time teacher. One lesson was observed jointly with the headteacher. Inspectors undertook a scrutiny of all the books from all pupils in the school. Additional activities included observations at break time and lunchtime, as well as a school assembly.
- Meetings were held with groups of pupils, representatives of the governing body and one of the subject leaders. A meeting was also held with a representative of the local authority.
- Although there were no responses to the on-line questionnaire (Parent View), inspectors considered five written responses from parents and gathered the views of staff from six questionnaires.
- The inspectors listened to all pupils in Year 1 and Year 5 read.
- Due to the very small numbers of pupils in each year group, the school's own attainment records for the current and previous academic years were checked in addition to nationally published information on pupils' achievement. Documents checking aspects of the school's work, records relating to pupils' safety and welfare, including the school's single central record of checks on staff and attendance records, were also examined.

Inspection team

James Kilner, Lead inspector

Additional Inspector

Susan Davis

Additional Inspector

Full report

Information about this school

- Lealholm is a very small rural primary school with an average of five pupils in each year group, although this varies from year to year.
- There are two and a half full-time equivalent teachers in the school, including the teaching role of the headteacher.
- The school is organised into two classes, one for Reception age children and Key Stage 1 pupils with a second class for the whole of Key Stage 2 pupils.
- Almost all pupils are of White British heritage and none are at the early stages of learning English.
- The proportion of pupils supported by the pupil premium (in the case of Lealholm this is money provided by the government for pupils known to be eligible for free school meals) is well below the national average.
- The proportion of pupils supported through school action is below the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- Only two pupils took the end of Key Stage 2 national tests last year so it is not possible to comment on current floor standards, which are the minimum standards for pupils' attainment and progress expected by the government.
- The school works in close collaboration with a number of schools in the Esk Valley Alliance.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding by:
 - checking on pupils' learning during the course of the lesson to ensure any problems they may be encountering are spotted quickly and rectified before the end of the lesson
 - providing pupils with more opportunities to respond to teachers' marking.
- Strengthen the leadership and management of teaching by enabling middle leaders to develop their skills in checking the impact of teaching on pupils' progress.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and knowledge that are lower than those expected nationally for their age. Their early application of number skills is often particularly low. Good teaching and the range of resources and opportunities provided in the Reception class allow them to investigate and explore ideas and to make good progress.
- Pupils continue to make good progress across Key Stage 1. Indications from this year's unvalidated test results for Key Stage 2 show that attainment is at least in line with the national average, with a high percentage of pupils attaining the higher Level 5 in reading and mathematics.
- Only four Year 1 pupils took last year's phonics (the sounds that letters make) skills assessment and not all achieved the national average. The school analysed the results to ensure improved reading outcomes for all pupils. As a result of intensive staff training and the effective teaching of phonics, pupils are making good progress in reading and show great confidence when writing independently. These initiatives have had a particularly strong impact in the Reception class.
- The progress for all pupils, including those known to be eligible for the pupil premium or supported at school action or school action plus, is equally as good as their peers thanks to well-targeted and effectively implemented support. Any comparison between the attainment of those pupils known to be eligible for free school meals and other pupils in the school would be statistically invalid given the tiny numbers involved.
- Pupils across the school have a great love of reading and talk confidently about authors and genres of books. A group of Year 6 boys spoke knowledgeably about the works of their favourite author, giving compelling reasons why they particularly enjoyed his writing.

The quality of teaching is good

- Teachers make the most of the mixed-age classes and key stages and have high expectations of what all pupils can achieve, regardless of their ages. For example, more-able Year 4 pupils work comfortably with their older peers on challenging work.
- Teachers know their pupils exceptionally well and have expert knowledge of each individual pupil's targets to achieve. Consequently, tasks are well matched to needs allowing for good progress to be made for all pupils.
- Teachers' good subject knowledge enables them to pose effective and probing questions to reinforce and check understanding, particularly at the start of lessons. Teachers, however, do not always follow these checks up frequently enough over the course of the lesson. In these instances, some misconceptions and mistakes made by pupils are not identified until late on in the lesson. Consequently, opportunities are missed for pupils to make more accelerated progress.
- The teaching of reading has improved as a result of appropriate staff training so that both teachers and classroom assistants are adept and skilled in guiding their pupils to the higher levels.
- Teachers are particularly skilled in providing opportunities for pupils to use their good literacy and numeracy skills across a range of subjects. For example, Key Stage 2 pupils were involved in designing a theme park based on the novel, 'Why the Whales Came' by Michael Morpergo. They delighted in working out the surface area of play blocks then accurately calculated the cost of paint to cover them.
- Highly committed classroom assistants give effective support to all groups of pupils. They know their pupils just as well as the teachers and are skilled in the use of questioning and making assessments to reshape the learning of their groups. Where they support pupils with additional needs, they assist greatly in ensuring pupils fully understand their tasks and make good progress.

- Teachers mark pupils' work assiduously and give clear guidance as to how to improve. However, this good advice sometimes goes unheeded because pupils are not given quality time to respond and show their understanding of the corrected work.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. It is epitomised by their exemplary manners, respect for one another and all adults, and the way in which they conduct themselves around the school at break and lunchtimes.
- Lessons proceed at a good pace because all pupils are keen to learn.
- The school's caring ethos ensures that all pupils are included and feel safe at all times. A parent who spoke with inspectors summed up the ethos as being, 'just like one big family, we all get on'.
- Pupils are adamant that bullying does not occur. They are certain that, if it ever arose, adults would 'sort it out very quickly indeed'.
- They understand about how to keep safe when using the internet and, where appropriate, how to be safe when using a mobile phone.
- Attendance is above average, pupils are prompt to their lessons and ready to learn from the very start.
- Older pupils act as 'play buddies' during break times, encouraging their younger peers in playing games. They also act as 'reading buddies', enjoying the opportunity to share their love of books with younger ones.

The leadership and management are good

- The headteacher provides strong leadership, balancing her management responsibilities with her class teaching commitments for the benefit of all pupils.
- Questionnaires and discussions with staff indicate that morale is high, with one member of staff saying, 'I am proud to be part of a lively village school which is very much part of the local community'. The views of parents indicate a high level of confidence and trust in the school.
- The immediate locality provides an interesting and stimulating resource, which the school has built in to the curriculum. Field trips in the locality and the study of the surrounding land, and sea beyond, deepen pupils' understanding of the world around them. Even the very youngest children in the Reception class speak knowledgeably about fossils, recognising the properties of local ammonites. Opportunities for pupils to use their literacy and numeracy skills in their investigations are plentiful.
- The curriculum, along with strong links to the local community, faith groups, customs and celebrations ensure pupils' spiritual, moral social and cultural development is secure.
- The local authority provides valuable guidance and support to the school. They assist the headteacher in her evaluations of teaching and moderation of pupils' performance ensuring absolute accuracy. Equally, they provide valuable support and guidance to the governing body.
- The headteacher's evaluation of teaching is accurate and focused on making improvements where any weaknesses are uncovered. Her keen eye for subtle changes has enabled teachers to improve their practice rapidly, leading to better outcomes for pupils.
- Very able subject leaders check pupils' books and teachers' marking, although their impact in raising the quality of teaching and pupils' achievement to outstanding is limited because they are not fully involved formally in evaluating the link between teaching and pupils' achievement.
- The leaders' view of the school's performance is accurate and is constantly under review to ensure that the school continues to improve.
- The partnership with other schools in similar circumstances in the Esk Valley Alliance enables all staff to benefit from cross-school moderation of work and sharing best practice in the other schools in the area. Equally, pupils relish the opportunities for sharing partnership schools'

resources, which enhance their sporting, musical and artistic experiences.

- The system for managing the performance of staff ensures that only those teachers who meet the required standards and meet targets for enhanced outcomes for pupils move up the salary scale.
- Effective safeguarding systems meet statutory requirements, policies are consistently applied and leaders promote equality of opportunity, tackling any discrimination should it ever arise.
- **The governance of the school:**
 - Governors are very knowledgeable in their use and interpretation of data, using the information effectively to challenge and support the work of the school. Regular reports on the quality of teaching, achievement and visits to school ensure they hold the headteacher to good account through a robust system of performance management.
 - The governing body manages the funds allocated through the pupil premium wisely and check on the effectiveness of support programmes and resources against better outcomes for the pupils.
 - All safeguarding arrangements are thorough and the governing body takes a pivotal role in monitoring the school development plan. Succession planning against projected numbers of pupils for the future is fully in place ensuring sound budgetary management.

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

Unique reference number	121295
Local authority	North Yorkshire
Inspection number	412971

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Andrew Maisey
Headteacher	Helen Ward
Date of previous school inspection	7 October 2008
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