

Bishop Monkton Church of England Primary School

St John's Road, Bishop Monkton, Harrogate, North Yorkshire, HG3 3QW

Inspection dates 25–26 June 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children start in school with skills that are below those typically expected for their age. They make good progress through the school and leave Year 6 with average attainment levels.
- Teaching and learning are good in all year groups and subjects, with some teaching that is outstanding.
- Pupils are confident, enthusiastic learners. They cooperate well with each other and staff and this leads to purposeful lessons and a calm environment around the school.
- The headteacher has very successfully managed the considerable number of staff changes so that the quality of teaching is good.
- Leaders and governors are ensuring that the standards in the school are continuing to rise and, as a result, the school is improving.
- The governing body knows the school well and is very effective in managing the resources.
- The curriculum ensures that pupils' different needs are very effectively met in the mixed-year-group classes.

It is not yet an outstanding school because

- When checking pupils' work, there are times when teachers do not ensure that important words have been spelt correctly.
- Teachers do not always give pupils enough opportunities to carry out the helpful suggestions for improvement that they provide when marking their work.
- Teaching assistants sometimes provide too much help for pupils. This inhibits them from developing the skills to manage their own learning.

Information about this inspection

- The inspector observed eight lessons including parts of lessons. All teachers were observed at least once. One lesson was observed jointly with the headteacher.
- The inspector met with staff, pupils, parents and members of the governing body, plus a representative from the local authority. He also had a telephone conversation with one parent and took into account two additional responses from parents, including one letter.
- He took into account 13 staff questionnaires and considered information from previous school surveys carried out with parents and pupils, and 54 responses to the online questionnaire (Parent View).
- The inspector reviewed work in pupils' books, listened to pupils read and observed pupils moving around inside and outside the school and at different times in the day.
- He observed the school's work and considered a number of documents, including the school's own evaluation of its performance, its improvement plan and minutes from governors' meetings.

Inspection team

Jonathan Woodyatt, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is much lower than in other primary schools. The proportion supported by school action plus or with a statement of special education needs is also much lower. However, there are wide differences between groups.
- The proportion of pupils known to be eligible for the pupil premium funding is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The government's current floor standard, which sets the minimum expectations for pupils' attainment and progress, does not apply to this school because fewer than 11 pupils took the recent end of Key Stage 2 assessment tests.
- The numbers of pupils attending the school have risen by over half since the last inspection.
- There are differences in the size of groups entering the school each year. As a result, the school organises pupils into mixed-year-group classes when required.
- Since the last inspection there has been a change to the leadership with the appointment of a new headteacher and Chair of the Governing Body.
- Since the last inspection all of the teachers have left or joined the school.
- The school runs 'Quackers', a breakfast club and after-school club.

What does the school need to do to improve further?

- Increase the proportion of teaching which is outstanding, to further accelerate progress, by ensuring that teachers:
 - regularly check pupils' work to make certain that they are accurately spelling the words used in lessons
 - provide pupils with opportunities to carry out the improvements recommended in the marking.
- Further enhance the skills of teaching assistants so that they allow pupils more opportunities to manage their own learning.

Inspection judgements

The achievement of pupils is good

- Many children start school in the Early Years Foundation Stage with skills in communication, language, literacy, and personal and social development that are low for their age. They make good progress in Reception because the teaching is well matched to their needs. By the end of Reception their skills are similar to those of others at their age.
- Pupils are well prepared when they enter Year 1 and continue to make good progress throughout Key Stages 1 and 2 so that they leave at the end of Year 6 with average skills for their age.
- Literacy is taught well at the school and standards are rising. Evidence in pupils' writing books indicates that they make good progress and that work is well matched to their individual needs. For example, in Year 1 pupils were writing sentences using a number of different connectives.
- Pupils say that they particularly enjoy reading and are encouraged to read both at school and at home. The support with reading given to pupils in the classroom, in small-group activities or in one-to-one sessions with parents, is further raising standards.
- Too few pupils are known to be eligible for the extra funding through the pupil premium to be able to make a meaningful statement about their achievement compared to that of other pupils.
- Disabled pupils and those with special educational needs are well provided for by highly skilled and committed staff. As a result of effective teaching and support they are able to make good progress. This reflects the school's strong commitment to equality of opportunity and to ensuring that no pupil is discriminated against.
- In 2012 mathematics standards were below average. The school's leaders have identified this and have provided additional training for staff and changed the way that mathematics is taught in the school. Recent results show that pupils have made considerable progress so that levels have risen and are now average in Year 6.
- Checks on pupils' phonics skills (the knowledge of letters and sounds to help read unfamiliar words) carried out in Year 1 showed that not enough pupils reached the levels expected for their age in 2012. Recent changes made by the school's leadership in improving teachers' skills and increasing the number of phonics lessons being provided have brought the necessary improvements. This has been confirmed by subsequent checks carried out by the school and by listening to pupils read.

The quality of teaching is good

- When teaching is outstanding, the lessons are very well planned and provide opportunities for pupils to think deeply. For example, children in Reception had the opportunity to take part in a science experiment alongside pupils in Year 1. As the ice blocks melted they were moving around. The teacher skilfully quizzed the class about what was happening and one Reception child concluded that the ice was being made 'slippery' by the melting water.
- Teachers have ensured that pupils are developing the confidence and skills to pronounce words accurately when reading out loud. This was clear when listening to pupils reading from previously unseen books. Pupils who fall behind in their reading are well supported by adults and make good progress in order to catch up.
- In all lessons teachers encourage positive behaviour and attitudes and have high expectations. Pupils respond well to adults' requests when carrying out tasks.
- Teachers provide activities in mathematics and writing that are varied and successfully meet the range of pupils' needs in the mixed-age groups so that all pupils can make good progress. Adults frequently check on the progress being made so that they can make any necessary changes to maintain the progress. On occasion, while checking pupils' written work, teachers do not identify when pupils have misspelt important words in their books.

- Teachers' marking consistently provides feedback that both praises how well pupils are doing and highlights what they need to do to make improvements. However, evidence in books indicates that teachers do not always give pupils the opportunity to act on the advice.
- Teachers provide many opportunities for pupils to work on their own or in small groups. Pupils work very well when given these opportunities. This enables them to successfully develop a range of skills, such as social skills, that help prepare them for the next stages. However, sometimes teaching assistants support pupils so closely that they do not always make as much improvement as they could.

The behaviour and safety of pupils are good

- Pupils regularly choose to behave well, which ensures that the school is calm and purposeful. Their behaviour is exemplified in the successful way that they cooperate with each other, whether they are learning in classrooms, moving around the school or playing outside.
- Attendance levels are high. Pupils enjoy coming to school and are consistently punctual to their lessons. School leaders continuously encourage pupils and parents to maintain high levels of attendance so that their learning continues to improve.
- Pupils say that they are motivated by the different rewards, such as 'house points', and work hard to earn the chance to have 'Golden Time'.
- The school has an effective system in place to manage behaviour, and staff use it well. There are some incidents of misbehaviour in the school's records, although no incidents were seen in lessons or around the school during the inspection.
- Records show that the headteacher ensures that parents are kept fully informed of any incidents. She places a great emphasis on maintaining the positive relationships with parents.
- Pupils say that they feel safe in the school. Older pupils were able to talk about the different types of bullying. Pupils say that adults respond quickly if there are any incidents.
- In conversations pupils indicated that bullying and racist incidents are rare. This is backed up by school records. There have been no short-term exclusions or permanent exclusions from the school in recent years.

The leadership and management are good

- The headteacher works tirelessly to make improvements for the pupils in the school. She has ensured that the significant staffing changes of recent years have not affected the improvement. She has done this through closely monitoring the standards of teaching by regularly observing lessons and reviewing work in books. As a result, having identified that the performance in mathematics was not high enough, she made changes that have raised standards.
- Governors and the headteacher have actively encouraged parents to support the school. They recognise that these partnerships make a valuable contribution to the improvements in pupils' skills inside and outside of school.
- Staff are very positive about the support for their own development that the school leadership provides. They recognise that their targets will continue to ensure that the school improves.
- The headteacher and governors recognise that the school plays a significant role in the local village. They provide pupils with a range of activities that enhance their social, moral, spiritual and cultural development. In one assembly pupils reflected on Christian beliefs and considered what makes people different. The school has links to an inner-city school which provides an opportunity to explore different cultures and faiths.
- The headteacher and governors have ensured that the curriculum provides exceptionally well for the needs of all pupils. There is very effective provision that meets the individual pupils' needs in the mixed-year-group classes and there are well-organised clubs and activities before, during and after school that enhance pupils' experiences.

- Parents expressed a mix of views, with the larger proportion supporting the school. A few raised concerns about poor behaviour in some lessons and a lack of progress in mathematics. While recognising that not all parents will agree, the inspection judgement is that the school has effective systems to support behaviour and improve progress in mathematics.
 - The local authority provides support each term and additional support when requested by the headteacher. It recognises that the school is constantly seeking to make improvements and is successfully raising standards for pupils.
 - **The governance of the school:**
 - The governing body has a very clear understanding of the performance of the school and uses this to ensure that planning focuses on the improvements which are being seen. Governors spend considerable time in the school working alongside pupils and staff, such as providing reading support. This means that they can fully contribute to the school's self-evaluation process. They manage the finances well and know the extent to which the pupil premium is successfully improving outcomes. The governing body sets appropriate targets for the headteacher and makes pay awards linked to performance. Similarly, it is aware of improving the quality of teaching through linking staff pay to performance. Governors keep an ongoing record of their own skills in order to ensure that they are able to perform to the highest standards. They are clear about their statutory duties, including ensuring that the school fully meets its duties to safeguard pupils.
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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	121551
Local authority	North Yorkshire
Inspection number	412249

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	104
Appropriate authority	The governing body
Chair	Susan Roome
Headteacher	Sally Richardson
Date of previous school inspection	18 March 2009
Telephone number	01765 677583
Fax number	01765 677583
Email address	admin@bishopmonkton.n-yorks.sch.uk

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