

Leeming and Londonderry Community Primary School

Roman Road, Leeming, Northallerton, North Yorkshire DL7 9SG

Inspection dates	2–3 December 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have worked tirelessly to improve pupils' achievement and the quality of teaching.
- All groups of pupils make good progress. Attainment is rising in all subjects and achievement is now good at each key stage.
- Teaching is consistently good and often better than this. Changes to staffing and new appointments have further strengthened the workforce and provision for younger pupils has improved.
- Pupils enjoy coming to school and their attendance is within the highest 10% of all schools nationally. They are extremely proud of their school; its welcoming, inclusive ethos and strong stand against bullying.
- Behaviour is impeccable. Pupils are polite and caring. They instinctively help others when needed and are most supportive of new pupils.
- Pupils can explain how to keep themselves safe in many different situations and say they feel safe in school.
- The curriculum offers a wide range of exciting themes to engage pupils' interests. Spiritual, moral, social and cultural development is excellent and British values are strongly promoted.
- Subject leaders have increased their skills rapidly and make considerable contributions to school improvement.
- Governors are regularly involved in school, using their varied skills and expertise effectively to challenge and support leaders in equal measure.
- Children in the early years get off to a positive start with their education. They make rapid progress and are ready for the challenges offered in Year 1.

It is not yet an outstanding school because

- Improvements in teaching and learning have been so rapid that the targets set for teachers to increase pupil progress are no longer high enough.
- Analysis of the progress made by different groups of pupils is not as sharp and succinct as possible.
- Pupils' mental calculation strategies are not as well developed as their other abilities in mathematics.
- Outdoor provision for younger children is not as challenging as that provided indoors.

Full report

What does the school need to do to improve further?

- Increase the rates of progress made by pupils so that attainment continues to rise by:
 - identifying any gaps in pupils' knowledge when using mental calculations so that teachers can intervene and improve skills promptly
 - offering a more challenging range of outdoor learning opportunities for younger children so that the time they spend learning outside is even more productive.

- Continue to improve the effectiveness of leadership and management by:
 - sharpening the targets set for teachers so that they are constantly raising attainment
 - producing succinct analysis of the progress made by different groups of pupils across the school so that crucial leadership time is maximised and decision making is heightened.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and governors have worked determinedly to ensure the school has an effective teaching team. As a result, the school has greatly improved since the previous inspection, standards have risen and progress has accelerated for all groups of pupils.
- Senior leaders have effective methods for checking how well the school is doing and set clear priorities for those areas that require any further improvement. They are ambitious for the school and promote a sense of urgency in their drive to move forward quickly.
- Enthusiastic subject leaders and those responsible for managing each key stage have made significant contributions to the developments across the school. In particular, pupils' skills and enthusiasm for writing have increased considerably over the last two years.
- Leaders ensure that accurate information is gathered about the individual progress of each pupil. Any underachievement is quickly spotted and support provided to help pupils catch up. However, leaders do not yet have a quick and easy method of analysing the progress made by different groups of pupils to speed up and enhance their decision making.
- Procedures to check and review the quality of teaching and learning across the school are regular and efficient. Staff performance is managed well so that teachers have their own professional targets that link closely to the school's priorities. These management systems have led to such rapid improvements in pupil progress that some of the targets set for teachers have already been met and are no longer high enough.
- Pupils enjoy studying a lively curriculum which is tailored to their specific needs and interests. Recently, in Key Stage 2, pupils have been highly motivated by their 'Crime Scene Investigates' and 'Spies' themes. These involved them in some challenging scientific and mathematical investigations. Pupils are proud of their sporting achievements and especially appreciate their regular swimming lessons. The school's primary sports funding is used efficiently to support many extra-curricular clubs, sporting tournaments and local swimming galas.
- Governors are keen to prepare pupils thoroughly for their life in modern Britain. For example, a series of visits to different venues, such as the local police station and magistrates' court helped pupils to understand the rule of law and criminal justice system. Spiritual, moral, social and cultural development is promoted successfully. For example, pupils recall learning about Divali by explaining the symbolism of Diva lamps and the purpose of Rangoli patterns in the Hindu religion.
- The views of all pupils are valued and all have the chance to play a full part in the life of the school such as in the school council, pupil elections and eco-committee. The school's inclusive approach encourages excellent relationships and promotes equal opportunities fervently.
- Disabled pupils and those who have special educational needs receive sensitive, individualised support to meet their specific requirements. This is delivered while they work alongside their classmates so that they are not singled out or made to feel different. Consequently, this group make particularly good progress that is at least in line with and often above their peers. There are currently no disadvantaged pupils in school.
- Links with parents are very positive and productive. A governors' review of parents' views shows parents are extremely pleased with the school's provision and the progress that their children make, both academically and socially. Relationships between staff and parents are strong and the homework provided makes an excellent contribution to pupils' progress. This is exemplified in the first-rate diaries that were written by pupils, at home during the summer holidays.
- The school has received good support from the local authority and from sharing the expertise of staff from other local schools in their local schools' alliance.
- **The governance of the school**
 - The governing body is knowledgeable and effective. Members hold leaders and teachers to account for the progress made by pupils and ask probing questions when they believe more can still be done. They check that performance management procedures link to salary progression and have confronted difficult staffing decisions for the benefit of the school. They undertake fundraising enthusiastically and actively explore alternative funding sources.
 - Each governor is individually linked to a specific subject, key stage or aspect of management and they work closely with the member of staff who shares their particular responsibility. They visit school to talk with staff, to interview pupils and to discuss progress by looking at work in pupils' books. As such, they are extremely well informed and adept at setting priorities for further development.

- The arrangements for safeguarding are effective. The school knows its pupils and families comprehensively and offers personalised support whenever it is required. Close links with the local army welfare service are utilised when needed.

Quality of teaching, learning and assessment is good

- Teaching has improved greatly since the last inspection so that it is now consistently good or better. The impact of this good teaching has resulted in pupils making at least good progress and reaching higher levels of achievement.
- Recent changes to staffing and new appointments have led to substantial improvements in the quality of teaching, especially for younger pupils. All staff now have higher expectations of what pupils can achieve and in turn pupils have higher expectations of themselves. This was demonstrated in a Key Stage 1 class when children were encouraged to improve their writing and spelling when creating an advertising poster for the new toys they had invented. Teacher intervention at just the right moment produced marked progress in their work. The following day, pupils were able to remember their teacher's feedback and apply this to their writing without needing any prompts.
- The pace of learning and level of challenge engages pupils, enables them to concentrate and leads to them becoming fully involved in their learning. This was evident in a Key Stage 2 mathematics lesson where pupils were engrossed in applying their mathematical reasoning and deduction skills to solve a murder mystery. The fascinating presentation of this problem captivated their imagination and this created a sense of urgency in their learning as they applied their knowledge and skills quickly but with accuracy.
- Teachers question pupils diligently to assess what they know and to deepen their thinking across all areas of learning. Information and communication technology is also often used across the curriculum to extend pupils' learning, such as when pupils used computer tablets to video their team games in physical education. Following this event, the teacher skilfully used the footage to question pupils about their decision making while playing in attack or defence positions during their game. Pupils' responses were excellent and their skills improved due to this creative use of technology.
- Because of the size of the school, pupils work in mixed-age classes, but teachers use this to their advantage and plan clever activities that carefully meet the different ages and stages of their pupils. In a design and technology session on the theme of toy-making, in Key Stage 1, older pupils made intricate puppets using a variety of joining techniques while younger pupils made more simple toys that suited their specific skill levels.
- All pupils work on the same or similar themes in their lessons but extra complex challenges are used to allow the most-able pupils to demonstrate their higher levels of thinking. Examples of this were seen in both key stages where pupils were not only provided with problems involving larger numbers but also had to consider and then deduce which strategies would be most efficient. In comparison to their ability to reason and explain their thinking in mathematics, pupils' skills when using mental calculations are not as advanced.
- Disabled pupils and those who have special educational needs are taught well and provided with specific support to cater for their particular needs. They work alongside their peers and receive timely encouragement when they face particular challenges.
- Positive feedback is regularly provided during lessons whereby teachers observe pupils closely and give detailed praise about why they have been successful in their tasks. Teachers promptly and sensitively correct pupils' errors and misconceptions so that they do not impede future progress. Teachers mark pupils' work regularly and effectively. Pupils value this and it helps them to improve.
- Writing and mathematics skills are now used consistently across other areas of learning so that pupils learn to apply these subjects in different, purposeful contexts. For example, pupils produce large class books about their scientific learning where they have to use both writing and mathematical skills to carry out investigations. These records of learning in science also reveal pupils' knowledge and understanding of graphs and their ability to write about experiments sequentially, among many other skills.
- French is taught by specialist staff and pupils enjoy their language lessons, describing them as fast-paced and lots of fun.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is outstanding.
- Pupils become vastly more confident as they move through the school because teachers promptly identify and provide for what each individual pupil needs, so that every child has the opportunity to succeed.
- Very effective attention is given to develop pupils' understanding of well-being and emotions. This was observed in a writing lesson where pupils watched a video about a lonely robot and then maturely discussed how he might be feeling and why.
- New pupils who arrived at the school other than in the Reception class explain that they received lots of support from staff and pupils to settle in quickly and feel 'part of the family'. Parents agree that newcomers to the school are made particularly welcome.
- While pupils admit that sometimes there are minor disagreements in school, they firmly state that no pupils would ever allow bullying to happen at their school. They are confident that should any misbehaviour occur, staff will resolve it swiftly and effectively. They know about the different kinds of bullying that they may encounter and can explain how they would deal with this should it ever occur.
- Teaching about safety is embedded as part of the curriculum. A series of visitors and off-site visits help pupils to understand how to keep themselves safe in many different situations, such as if they encounter a fire, are offered lifts from a stranger or when using social media websites. The lively presentation of such information by staff and visitors help pupils to remember and recall these important safety messages.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are sociable and caring towards others in school. Older pupils instinctively support younger ones in lessons and during playtimes without needing to be asked by an adult. During the inspection, this was seen when older pupils in Key Stage 1 encouraged the younger ones to try spelling the beginning of words for themselves first, but then helped out with the correct spelling for the end of the word.
- Conduct is excellent and low-level disruptions are extremely rare. Clear expectations and routines are quickly established in both classes and pupils manage their own behaviour sensibly.
- Pupils report they feel safe in school at all times. They enjoy school and this makes a strong contribution to very high levels of attendance.
- Excellent attitudes to learning are seen in lessons, where pupils demonstrate respect for their teachers and each other. There is a calm atmosphere around the school at all times. First-rate behaviour is just as evident at lunchtimes as it is in classrooms and the playground.

Outcomes for pupils are good

- Too few pupils were in Years 2 and 6 last year for the performance information to be compared to national figures. However, this suggests an improving trend of progress and achievement for all groups of pupils in English and mathematics. The school's own assessment information and checks on the pupils' work show that rates of progress have improved rapidly from the time of the previous inspection.
- All groups of pupils currently in school are making at least expected and often good progress. This includes the most-able pupils as well as disabled pupils and those who have special educational needs. Consequently, pupils who were in the school at the time of the last inspection have mostly made up for any previous gaps in learning and often make progress more quickly than other pupils nationally.
- The school's own regular assessments demonstrate that current pupils at every key stage are making at least expected progress in all subjects. In reading and writing in both key stages, the vast majority of pupils are making at least good progress. Middle leadership in English is a strength across both key stages as staff have worked to raise standards quickly. The subject leader teaches in both Key Stage 1 and 2 for short periods of time. This system provides an excellent overview of pupils' skills across school to help inform decisions about what improvements are needed in the English curriculum.
- In Key Stages 1 and 2, a small number of pupils are currently only achieving expected progress in mathematics. In particular, it is pupils' use of mental calculation strategies which slows down their progress in this area of learning. Quick recall of key number facts is not secure for all of these pupils and some rely too much on writing down simple calculations that they could work out in their heads.

- In Year 2, pupils have made rapid progress with their learning since the previous inspection due to changes in the deployment and organisation of staff. Attainment of current pupils is good and they are making progress that is good or better because of strong teaching in all subjects. For example, they read fluently and with good expression, write legibly for a range of different purposes and enjoy mathematical challenges that involve using the links between multiplication and division.
- The school ensures that by the time Year 6 pupils move on to secondary school, they have the skills needed to make a success of the next stage of their education. For example, in reading, staff noticed that in previous national tests pupils in Year 6 were struggling with comprehension and so put new programmes of learning in place to improve this skill. Pupils now read newspapers regularly in class to discuss the key issues involved and explore the meaning of the texts. Year 6 pupils enjoy writing at length for a range of purposes now and explain their mathematical reasoning in depth.

Early years provision

is good

- There are very few children in the Reception class and none who are identified in a specific group. They all get off to a good start with their education. New leadership and changes in the organisation of staffing in the early years have improved progress for children. Parents meet with staff before children start school to discuss their child's needs and to find out what their child is going to learn, for example through workshops on reading and mathematics.
- Excellent relationships with parents continue throughout the year, with parents regularly invited in to discuss their child's progress. 'Home-School Books' are passed between parents and staff on a weekly basis so that families are regularly updated on what their children have been learning and how they are progressing. Through this process a secure, trusting and effective partnership is quickly developed between parents and staff.
- Pupils generally start their Reception year with skills and abilities broadly typical for their age, but slightly lower in reading, writing and mathematics compared to other aspects of learning. There are too few children to compare their achievement without the possibility of identifying individual children.
- Currently, children of Reception age have made good progress overall and very rapid progress in reading, writing and mathematics. They are beginning to form numbers and letters correctly, produce detailed drawings, recognise and read simple words and can count by rote beyond 30. They keenly talk about their learning in many subjects.
- Children behave extremely well. They concentrate for lengthy periods of time at teacher-led and self-chosen tasks and their ability to co-operate with others is exceptional for their age. This was demonstrated when Reception children kindly but firmly reminded older pupils in the class to use their manners and say 'please' when asking to borrow some glue.
- The quality of teaching is consistently good over time. Staff provide a range of interesting activities indoors for children to choose from and these give children the chance to practise their skills and explore, for example when children sometimes choose to dress up in clothes 'from the olden days' and play with toys from the past. Although children enjoy playing outdoors, the range of provision offered does not challenge children to the same degree as that offered inside.
- Since the previous monitoring visits, provision for learning mathematics in the Reception class has improved. Children are inspired by the exciting learning activities they are offered. Staff present exciting and challenging problems to stimulate their imagination. For example in one lesson, the teacher used a cartoon character to challenge the children to share toys equally between them. Reception children continued this challenge in their self-chosen play by sharing out small toys onto saucers.
- The teaching of letters and the sounds they represent (phonics) is most effective. Children are keen to share books and are highly enthusiastic writers, and adults are vigilant in ensuring children use and write letters and numbers correctly and they model correct speech sensitively.
- Good leadership in the early years ensures that welfare requirements are met. Good routines and procedures are in place to keep children safe and they quickly learn how to keep themselves safe. This was observed in a design and technology activity whereby children of Reception age were able to read instructions about making a friendship bracelet and then use tools safely and effectively to follow the instructions without needing any direct supervision from staff.

School details

Unique reference number	121293
Local authority	North Yorkshire
Inspection number	1002064

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

Type of school	Primary school
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	18
Appropriate authority	The governing body
Chair	David Fishburn
Headteacher/Principal/Teacher in charge	Rowena Sykes
Telephone number	01677 422160
Website	www.leeminglondonderry.n-yorks.sch.uk
Email address	admin@leeminglondonderry.n-yorks.sch.uk
Date of previous inspection	14 November 2013

Information about this school

- This school is very much smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below average.
- There are no pupils who are known to be eligible for free school meals.
- There are too few pupils to compare their attainment and progress in reading, writing and mathematics by the end of Year 6 with the minimum expectations.
- The very small number of children in the Reception class attend full time. There were no Reception age children in the school last year.
- The school is organised into two classes of mixed-age pupils. Reception, Year 1 and 2 pupils are taught in one class and pupils in Key stage 2 are taught in another. The headteacher teaches in Key Stage 2 on a part-time basis.
- A new leader was appointed to early years in September 2015.

Information about this inspection

- The inspector observed the quality of teaching, learning and assessment in both classes and made some short visits to evaluate the quality of the curriculum and provision for different groups of pupils. Observations were conducted in classrooms and outside. The headteacher jointly observed the quality of teaching with the inspector in each key stage.
- The inspector listened to pupils read and reviewed the work in their books.
- Pupils' behaviour was observed in lessons, at break and at lunchtime.
- The inspector talked informally to pupils during lessons and at playtime and held meetings with a group of pupils to gather their views.
- The inspector scrutinised a range of documents including minutes of governing body meetings, the school development plan, information on pupils' progress, the school's evaluation of its own performance, the headteacher's records about the quality of teaching over time, local authority reports and a range of school policies related to safeguarding (protecting pupils and making sure they are safe) and attendance.
- The inspector considered the views expressed in questionnaires returned by two members of staff.
- The inspector spoke to parents on the playground to gather their views on the first morning of the inspection and considered the free text responses made by parents using Parent View, the online questionnaire. Responses to the school's own parent survey were also included in the evidence gathered.

Inspection team

Anne Humble, lead inspector

Ofsted Inspector

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