

Monk Fryston Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121577
Local Authority	North Yorkshire
Inspection number	314043
Inspection date	5 February 2008
Reporting inspector	Robert Robinson

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 on roll	
School	191
Appropriate authority	The governing body
Chair	Mr W Holmes
Headteacher	Mrs C Middleton
Date of previous school inspection	15 June 1998
School address	Chestnut Green Monk Fryston Leeds West Yorkshire LS25 5PN
Telephone number	01977 682388
Fax number	01977 680564

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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: achievement and standards, teaching and learning, the Foundation Stage (Reception) and leadership and management. The inspector gathered evidence from lesson observations, examination of pupils' work, assessment data, interviews and documents. 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 an average-sized primary school. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities and statements of their special educational needs is below average. The socio-economic circumstances of the local area are above average. The school has gained the local authority Inclusion Quality Mark (highest level) and Highly Effective School Certificate, as well as the International School Award. Children's attainment on entry is generally above that expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Monk Fryston Church of England School provides an outstanding education for its pupils. It has continued to improve extremely well and has maintained high standards since its last inspection. A major key to the undoubted success of the school is the first rate leadership of the headteacher. She is assisted extremely well by very capable staff and a highly effective governing body. Staff and governors work with skill and enthusiasm to provide a very high standard of academic and pastoral care for pupils. Parents are supportive of the school and have high aspirations for the quality of their children's education.

Standards are exceptionally high by the end of Year 6. In 2007 at the end of Year 6, almost all pupils reached the nationally expected level and a substantial proportion went beyond this. Children's above average levels of knowledge and skills at the end of Reception are maintained well by the end of Year 2. Pupils then shoot ahead in Years 3 to 6 to reach high standards. The rate of progress from Years 3 to 6 has been consistently well above average since the last inspection.

Pupils' achievement is outstanding because of the good and often better quality of teaching. The teaching builds upon a very effective curriculum which meets the needs of all pupils. Besides separate teaching of English and mathematics, skills in different subjects are frequently planned precisely within a theme. This adds purpose and enjoyment in learning, particularly when linked to an educational visit. In each theme there is a strong emphasis on developing English skills through discussion and using different styles of writing. Furthermore, investigations in mathematics and science also provide support for the development of English.

There are high expectations for the presentation of work. This results in written accounts being of a high standard in other subjects, beyond English. Pupils are actively encouraged to engage in discussion and to evaluate their learning, in lessons, both independently and with partners. They express their views confidently and know that they are listened to. The pace of learning is brisk because pupils have a keen desire to learn. They enjoy their learning and so attendance rates are well above average. Pupils are increasingly being involved in judging if they have met the learning objective of lessons and critically appraising their partners' work. Together with detailed marking by teachers, pupils gain a clear understanding of their progress and what they must do to improve. Behaviour in lessons and around the school is exemplary. Relationships between pupils and with staff are warm and friendly. Pupils in Year 6 are confident, articulate and very well prepared for future learning.

The strengths in the leadership and management of the school at all levels, including governance, and the consistency of its high performance, result in a superb capacity to continue to improve. The school is not complacent and is ever seeking to improve. Its accurate view of itself and the identification of priorities for development are linked closely with the further improvement of standards and provision. Senior staff and governors plan in detail how to improve staff performance and the progress of all pupils. They rigorously evaluate the impact of their plans.

The checking of pupils' progress is very thorough and the tracking of groups of pupils' achievements is detailed and informative. This helps the management to assess the progress of each pupil and group of pupils so that any underachievement is quickly spotted and rectified. In addition, the records are in a form that helps to provide information to assist the setting of targets for individuals and year groups and check progress towards them.

The school is outward looking, which keeps it at the forefront of current educational thinking. Senior members of staff take on responsibilities within the local authority involving helping other schools. This in turn develops their expertise and deepens their understanding of leadership and management issues. Links with schools in other countries are impressive. This adds a new dimension to staff's expertise which benefits pupils' learning and cultural development. Above all, the school meets the needs of its local area. As stated by a parent, 'The school is the centre of the community.' The inspection agrees with this view and finds that the school's motto, 'Look up! Aim high!' is met fully in practice.

Effectiveness of the Foundation Stage

Grade: 1

Provision in the Foundation Stage is outstanding as is its leadership and management. Strong links with pre-school settings help children to settle quickly into school routines. Children have a wonderful start to schooling and make fast progress in all areas of learning. They benefit from exciting and purposeful teaching in a stimulating learning atmosphere. A very wide range of learning opportunities engages children's interest. Basic reading and mathematical skills are developed in an enjoyable and practical way. Information and communication technology assists children's learning. They are skilled at using computers to practise and consolidate new learning. Teaching is organised extremely well. Every opportunity is taken to encourage children to discuss together or with an adult and to engage in writing activities. For example, children actively discussed and planned with adults a 'Pancake Day'. They learnt how to make pancakes, wrote recipes and menus and took down orders for them. Best use is made of the existing outdoor area to develop and initiate learning in all areas of learning. Standards by the end of Reception are mostly above average and well above in children's personal development. The strong emphasis on this aspect prepares children admirably for their next stage in education. Parents are justified in their praise for the care provided for children.

What the school should do to improve further

There are no major areas for improvement. The school development plan details how the school can improve the education of its pupils.

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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 effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	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 disabilities make progress	1

Personal development and well-being

How good is 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
How well 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 the 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

¹ Grade 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.

Annex A

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 tackled so that all learners achieve as well as they can	1
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

Inspection of Monk Fryston Church of England Voluntary Controlled Primary School, Leeds,
LS25 5PN

I really enjoyed the day I spent with you. It was a privilege to inspect your school as it provides you with an outstanding education. This is because it is led and managed exceptionally well by your headteacher, who is helped particularly well by the senior teachers, other staff and the governors. There are no major things for the school to do to make it even better. Just carry on fulfilling your school motto, 'Look up! Aim high!'

I was very impressed by your excellent behaviour and how interested you are in your lessons. You told me that you enjoy being at school, feel safe and are proud of your school. Your attendance is really good - so keep it up. Staff look after you extremely well and I was pleased that you all get on so well together. The standard of your work by the time you leave the school is high and has been so for many years. This is because you are taught very well, which helps you make quick progress in your learning.

I appreciated talking to you about your work and watching you learn. I enjoyed eating delicious pancakes with the children in Reception! I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.