

Aiskew, Leeming Bar Church of England Primary School

2 Leeming Lane, Leeming Bar, Northallerton, North Yorkshire DL7 9AU

Inspection dates

5–6 June 2019

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| Overall effectiveness | Requires improvement |
| Effectiveness of leadership and management | Requires improvement |
| Quality of teaching, learning and assessment | Requires improvement |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Requires improvement |
| Early years provision | Requires improvement |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a school that requires improvement

- In the short time available since the appointment of the new headteacher, leaders and governors have not yet been fully effective in improving the quality of teaching so it is consistently good.
- Activities planned in mathematics do not provide sufficient challenge. There are too few opportunities for pupils to set out their own mathematics work.
- The teaching of writing does not provide sufficient scope for pupils to write independently. The spelling of some older pupils is still weak because previous teaching has not addressed this.
- The planning of subjects other than English and mathematics does not routinely ensure clear progression to help pupils gain secure knowledge and understanding.
- Some subject leaders new to post have not yet acquired the skills to effectively monitor and evaluate their subjects.
- Adults in the early years sometimes miss opportunities to challenge children and move their learning on. Questioning is not always used effectively to develop children's language skills.

The school has the following strengths

- The positive climate for learning created by the headteacher and her staff means pupils now behave well and have good attitudes.
- Pupils feel safe and well cared for. Parents and carers are confident in the school's procedures to ensure the safety and well-being of pupils.
- The teaching of reading is good and pupils enjoy books and talk about how the use of class texts helps them with their writing.
- The use of additional funding for pupils with special educational needs and/or disabilities (SEND) as well as disadvantaged pupils is used effectively so these pupils achieve well.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to raise pupils' attainment particularly in writing and mathematics by:
 - planning mathematics lessons which build on prior learning and provide suitable challenge and develop pupils' reasoning skills
 - ensuring that pupils record and set out their own mathematics work to show and develop their reasoning and use of mathematical vocabulary
 - providing opportunities for pupils to write independently
 - ensuring that pupils' editing of their writing improves the quality of their spelling.
- Improve leadership and management by:
 - developing the skills and expertise of the new subject leaders
 - revising the curriculum so subjects are planned with a clear path of progression to deepen pupils' understanding in the foundation subjects.
- Improve the quality of provision in the early years so:
 - adults' interaction and questioning develop children's spoken language.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the school's previous inspection, there has been a complete change in staffing and headteacher. This has created a period of instability and insecurity for pupils. The new headteacher, appointed in January 2019, has brought about a sense of energy and drive to the school. Her vision and passion are valued by staff, pupils and parents who recognise that 'The school is on the right track and going in the right direction.' As one parent said, 'The school has come such a long way in a short time.'
- Leaders and teachers have been successful in improving the climate for learning, setting high expectations and ensuring that pupils are being taught the correct curriculum. However, the quality of teaching is still not sharp enough, particularly in mathematics and in some aspects of writing to fully make up for the legacy of poor teaching and weak achievement.
- All subject leaders are new to their posts and at various stages of professional development. As a result, the impact on pupils' achievements in their subjects is variable. Some leaders require further professional support to fulfil their roles effectively.
- The curriculum is mapped out to ensure coverage for the mixed-age classes. This is effective in science, where pupils achieve well. In other subjects, topics engage the pupils' interest and pupils enthusiastically talk about the activities they have done in class. They cannot always accurately recount the subject content they should have learned or make links within a subject. This lack of depth in knowledge is evident in pupils' work and when they talk about a subject.
- Leaders, governors and staff have an accurate view of the school's effectiveness and share this openly. The commitment of the headteacher and her staff to addressing the legacy of weaknesses which have previously resulted in poor pupil achievement has changed the culture of the school; pupils now have positive attitudes to learning with a 'can do' mindset because they feel supported in their learning.
- The school has a clear process for assessing and monitoring pupils' progress and attainment. This means that teachers and leaders have an accurate picture of how well pupils are doing. As a result, actions to focus teaching in lessons are well directed. Pupil premium funding has been used to provide additional support for the disadvantaged pupils as well as for those who are also pupils with SEND.
- The leadership of provision for pupils with SEND is effective. Pupils are quickly identified if they require additional help. For these pupils, support including the adaptation of resources and the use of assistive technology is well thought through to ensure that pupils make good progress. The funding for pupils with SEND is used effectively to ensure that they receive good support for their welfare and learning needs.
- The primary school physical education (PE) and sports funding is effectively used to provide greater opportunities for pupils to access a wider range of sports, enter competitions and develop staff skills. The effectiveness of this grant is reflected in

pupils' enthusiasm for the various clubs they have enjoyed but particularly the recent sports day.

Governance of the school

- Nearly all governors are new in post since the school's previous inspection. They bring to the school a breadth of expertise and a clear focus on sustaining the future viability of the school. They are keen to maintain the stability recently established with their appointment of a new headteacher and her staff.
- Governors have a good grasp of their role and responsibilities in holding the school to account. They have an accurate overview of the effectiveness of the school and are prepared to challenge the headteacher.
- Governors understand that while the quality of teaching has improved it is still not yet consistently good and as a result needs to improve more quickly so that pupils achieve as well as they should.
- There are a small number of disadvantaged pupils in the school, some of whom have additional needs. Governors have directed funding to provide well-matched support in the classroom and assistive technology for individual pupils. Overall, this has had a positive impact on the progress of these particular pupils.
- Governors are fully conversant with their legal duties for safeguarding, ensuring that staff are recruited with careful consideration.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has created a safe culture to take care of pupils and are vigilant in checking that procedures are implemented to protect pupils. All staff understand their obligations for safeguarding and this is emphasised throughout the school's work, as well as in lessons.
- Pupils say that they feel safe and talk about how they now trust the adults in school who look after them. All parents who responded to Parent View agree that the school looks after their children well and this results in their children feeling safe in school.
- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- Leaders, teachers and other staff are aware of the school's procedures for safeguarding. They take appropriate action when necessary. They work with outside agencies when they have a concern.

Quality of teaching, learning and assessment

Requires improvement

- Teachers have developed some good strategies for planning and teaching mixed-age classes to ensure that pupils have access to the correct curriculum for their age. Teachers use a whole-school approach to the teaching of mathematics and writing to

help pupils catch up due to the legacy of underachievement. This has been successful in re-engaging pupils with their learning and giving them a secure structure. This approach does, however, impede pupils' capacity to show their independent working in mathematics or make their own choices about how to improve their writing.

- The school's approach to the teaching of mathematics is restrictive and provides little challenge for some pupils. It hinders pupils in being able to make their own decisions on how to set out their work, on recording their reasoning and in applying the correct mathematical vocabulary. While teachers regularly assess pupils' work, this information is not always used effectively to ensure that pupils are doing work to help them deepen their understanding.
- The teaching of writing has been successful in engaging pupils' interests in literature and improving pupils' understanding of grammar and punctuation. Teachers present pupils with resources and lists so pupils can check their writing is technically accurate and they have included certain vocabulary and features in their work. This has helped some less able pupils to make up for lost time and is improving their rates of progress. However, for the most able pupils this structure does not always help them to independently evaluate their work and subsequently make their own decisions about their choice of language to write for good effect.
- The teaching of spelling has been a focus throughout the school. Together with the improvement in the teaching of phonics, it is more successful in key stage 1. Due to previous weak teaching, the spelling of pupils in key stage 2 is still not good enough.
- The teaching of phonics is now good and ensures that pupils grasp the basic sounds that letters represent. Where adults have received appropriate professional development, they show a high level of expertise in delivering phonics. Reading books are well matched to pupils' abilities for pupils in key stage 1 so they are able to read fluently and with confidence. The teaching of reading in key stage 2 is effective and has been enhanced by teachers' use of texts as a starting point for writing which has really grabbed the pupils' interest.
- The teaching of some of the foundation subjects is not thorough enough to ensure that there is clear progression of skills and knowledge. This hinders pupils in developing secure understanding of some of the subjects and making links within subjects. For example, pupils had carried out some research in geography about a chosen geographical feature but were unsure where it was in the world.
- Pupils with SEND are well integrated into the life of the school because their needs are well understood and met, sometimes with the adaptation of resources. Teaching support is particularly effective and work is planned carefully. This supports these pupils in making good progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to foster pupils' personal development and welfare is good.

- The school is now becoming an integral part of the local community and the needs of pupils and families are well known and support is provided where necessary. The school has a high proportion of pupils with special educational needs as well as children looked after by the local authority and is providing some good-quality support for these children and their families.
- Pupils know how to keep themselves safe in a variety of situations. Pupils understand how to manage risk. They understand the risks of taking drugs and alcohol and using the internet and social media.
- Pupils say there is no bullying in school; they have a good understanding of what can constitute bullying, including bullying related to race and gender. Most parents who responded to Parent View are confident that their children are well looked after. Pupils respect the school rules and know there are consequences to bad behaviour.
- The school's ethos promotes tolerance and understanding of differences. Pupils confidently discuss gender issues and relationship preferences without any inhibition. Pupils have a sound understanding of British values. Pupils show an understanding of people from other countries and cultures represented by the pupils in school from different ethnic groups. Pupils are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Since the previous inspection, changes in the culture of the school mean pupils are keen to come to school and they have positive attitudes to learning. They cooperate effectively with each other when working in lessons and are keen to do well. They are proud of their work and are keen to share their success.
- Pupils show a highly developed insight into their understanding of how they learn with the help of the school's strategies to support them. They are able to talk about how they use the school's approach to building their learning power to make themselves effective learners. To date, they have had limited opportunities to show how they can make independent decisions about some aspects of their work.
- Pupils embrace responsibility, for example with roles on the school council. They say that pupils behave well. Pupils have a thorough understanding of the school's behaviour policy, the consequences and sanctions, and say that it is applied fairly.
- Pupils conduct themselves well in and around school and are courteous, well-mannered and confident to engage in conversation. They listen well to adults and their peers and show respect for the views of others. They play cooperatively in the playground and move around the school in an orderly way.

Outcomes for pupils

Requires improvement

- The proportion of pupils reaching the expected standards at the end of key stage 1 and key stage 2 varies from year to year due to the small cohorts. The small number of pupils in each year group means that each pupil's performance has a marked effect on the school's overall figures when making comparisons to the national average. In addition, a higher-than-average proportion of pupils have left the school since the

school's previous inspection and nearly half the pupils currently on roll have additional needs. This can affect the school's published test and assessment results.

- Pupils in both key stages write well when supported by a tight structure of guidance and direction. This has been highly effective in improving the progress of pupils and helping them catch up to where they need to be. Even so, there is still a lag in the quality of spelling of some pupils in key stage 2. When referring to their class or individual check lists, pupils show a good mastery of grammar and punctuation to produce technically accurate writing. Without reference to their check lists, key stage 2 pupils are less confident in articulating how they might improve their work and use vocabulary for effect.
- In mathematics in both key stages 1 and 2, pupils are developing their fluency in the basic rules. These are well practised and recorded on the answer sheets of the school's mathematics schemes. In a key stage 2 lesson, pupils showed a good grasp of basic geometry and accurately drew a range of angles on a prepared sheet.
- However, work in books shows few examples of pupils independently writing and spelling mathematical vocabulary. There are limited opportunities for pupils to do mathematical investigations, explain their reasoning in depth or set out their own work. These restrictions hamper the most able pupils in achieving higher standards.
- The teaching of phonics in the early years and Year 1 is effective. As a result, achievement in phonics in both Year 1 and Year 2 is good. The youngest pupils read with enthusiasm, enjoy the humour in text and accurately sound out words using their phonic skills and correctly anticipate what is coming next in a story.
- The older pupils in key stage 2 read fluently and can discuss their choice of books and talk about an author's style of writing. They share their preferences for books they have chosen and can talk about how they may use certain features in their own writing.
- The few disadvantaged pupils, a high proportion with SEND, make good progress as a result of the school's attention to supporting their learning and ensuring that they have equal opportunities to the curriculum.
- The achievement of pupils with SEND is good. They are fully included in the school's activities and are confident learners because of the well-planned curriculum and quality of teaching and support from teaching assistants.
- Pupils talk with enthusiasm about the work they have done in the foundation subjects, such as making masks of Tutankhamun in history or a cardboard castle in design and technology. Sometimes they show a good grasp of what they have learned but more often they are not able to identify the skills or knowledge they should have learned through these activities. In science, achievement is good; pupils use the correct terminology to recount the experiments they have done, explaining their hypothesis and conclusion.

Early years provision

Requires improvement

- Children in the main start in the early years with skills and knowledge at a stage of development lower than is typical for their age, particularly in speech and language.

Over time, the proportion of children leaving the Reception Year with a good level of development has varied but has been consistently below the national average; consequently, children have not always been well equipped for key stage 1. The attainment of this year's cohort, from a low starting point, shows a similar gap to previous years with some children needing to catch up quickly to be fully ready for key stage 1.

- On entry to the school, children quickly adapt to a mixed-age class and are happy, motivated and ready to learn. Children have good relationships with adults as well as with each other. The classroom and outside areas provide inviting places to learn and play.
- The teaching of phonics is good. Children learn the basic skills of reading and apply the sounds they have learned to their simple spellings. Pupils use these skills when they choose to write for example a recipe for a unicorn prompted by play in the mud kitchen. During the inspection, children were practising writing their sounds and some children attempted simple sentences with some degree of accuracy.
- Further changes in staffing have impacted on the leader's ability to ensure that staff have received all the relevant professional support to make them fully effective. During activities, there is insufficient focus from staff on targeting questioning to fully challenge children and move their learning on more quickly. Not all adults model effective language so children acquire new vocabulary and learn to use it when speaking.
- There are opportunities for children to use basic mathematical skills, for example through counting activities and recording simple sums, but these are not always fully exploited by adults. There are missed opportunities to ensure that children can recognise the relevant numerals and scribe these using the correct formation.
- Children behave well both in the classroom and in the outside area. Children cooperate well with each other and explain what they are doing as they play. They are confident to share their experiences with visitors. For example, a child explained that it had taken 58 hours to cook her cake in the mud kitchen and that 'was a long time'.
- Transition arrangements are good. The welfare and safety requirements in the early years are met. Children's personal and health needs are met well by a highly vigilant early years leader.

School details

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| Unique reference number | 121472 |
| Local authority | North Yorkshire |
| Inspection number | 10087534 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 28 |
| Appropriate authority | The governing body |
| Chair | Susan Richardson |
| Headteacher | Bethany Stanley |
| Telephone number | 01677 422 403 |
| Website | www.aiskewleemingbar.org/ |
| Email address | admin@aiskewleemingbar.n-yorks.sch.uk |
| Date of previous inspection | 2–3 March 2017 |

Information about this school

- Aiskew Leeming Bar Church of England Primary School is much smaller than the average-sized primary school. There are two classes. Children in the early years are taught alongside pupils in Years 1 and 2. Pupils in Years 3 to 6 are taught together.
- The majority of pupils are of White British heritage and speak English as their first language but there is an increasing number of pupils from different ethnic backgrounds for whom English is an additional language.
- The proportion of disadvantaged pupils who are supported by the pupil premium funding is average. The proportion of pupils with SEND is much higher than average but numbers of these groups can vary from year to year because of the small cohorts of pupils.

Information about this inspection

- The inspector observed teaching in both classrooms, most of them with the headteacher. In addition, she observed the teaching of small groups of pupils.
- The inspector scrutinised a selection of pupils' work and listened to some pupils read. She spoke with a number of pupils about their views of school and their opinions of behaviour and safety. There were seven responses to Ofsted's pupil survey.
- The inspector held discussions with staff and governors and considered a wide range of school documents. These included: the school's self-evaluation report, the development plan, behaviour and attendance records, governing body documents and documents relating to safeguarding and the monitoring of teachers' performance.
- The inspector took into account the six responses of parents who submitted their views in writing, as well as the 11 responses to Ofsted's online questionnaire, Parent View.

Inspection team

Karen Heath, lead inspector

Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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