

Long Preston Endowed Voluntary Aided Primary School

Inspection report

Unique Reference Number	121631
Local Authority	North Yorkshire
Inspection number	314062
Inspection dates	7–8 November 2007
Reporting inspector	Margaret Lewis

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–10
Gender of pupils	Mixed
Number on roll	
School	54
Appropriate authority	The local authority
Headteacher	Mr Eric Gledhill
Date of previous school inspection	4 November 2003
School address	Long Preston Skipton North Yorkshire BD23 4PN
Telephone number	01729 840377
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small village school is situated in the Yorkshire Dales National Park, about 10 miles from Skipton. It is endowed by the foundation of the Hartley Trust, a local charitable organisation. Pupils come from a wide variety of socio-economic backgrounds and attend from the village and surrounding hamlets and farms. Almost all are White British. The proportion with learning difficulties and/or disabilities is below average. Pupils are taught in two mixed-age classes, one for Reception and Key Stage 1 and one for Key Stage 2 pupils in Years 3, 4 and 5. Pupils in Key Stage 2 are taught by the headteacher and a regular part-time teacher. Pupils start their Reception year with a wide range of skills and abilities. Their attainment varies from year to year according to the make up of different groups of pupils, but is rarely below what is typically expected for children this age.

A new children's centre, integrated into the school building, was opened recently. The school holds the award for Investors in People and an Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money and has good capacity to improve further. It has a very happy, caring and supportive atmosphere, which, together with the excellent guidance shown to all pupils, has a strong influence on their excellent personal development and well-being. Pupils take great pleasure in learning in a welcoming, bright and attractive environment and show a high level of enthusiasm for the range of good opportunities they are given. Pupils grow into mature, well mannered and articulate individuals.

Under the good leadership of the headteacher, the school has improved and moved forward in many ways in recent years. Parents are extremely pleased with all aspects that the school provides and particularly the way that 'teachers see children as individuals and tailor the way that they are taught'. The school is seen as being at the heart of the village community and every pupil is welcomed and valued. Their behaviour is excellent and they are polite, considerate and friendly towards each other, because as some said, 'We are all friendly, there is no bullying here and everyone gets on well together. We don't want to leave this school.' Pupils say they feel safe and well cared for. They are keen to accept opportunities to contribute to school and community life and enjoy fund-raising activities, for example to buy goats for people in Africa. Pupils say there is always an adult to talk to in school should they have a problem.

Pupils achieve well and by the end of Year 5 reach standards that are above expectations for their age in mathematics and science and significantly above in English. They make good progress in Reception and in Years 1 and 2 so that by the end of Year 2 standards are above national averages. Pupils continue to make good progress in Key Stage 2. Good academic progress and very good social skills ensure that pupils are very well prepared for their next stage of education and their economic future. Information and communication and technology (ICT) is an area the school is developing well and pupils and teachers are confident in using ICT. However, recent purchases of new computers mean that there is a shortfall in some of the school's software programs to enable pupils, particularly in Years 4 and 5, to access some aspects of the ICT curriculum, and this has limited their progress.

The quality of teaching and curriculum provision, including for children in the Foundation Stage, is good and underpins pupils' good achievements. Teachers plan lessons carefully and ensure that they are interesting. Pupils' academic and personal progress is carefully tracked. Pupils understand their individual targets and conscientiously assess their progress towards them. Good leadership and management result in the school having a very accurate view of its many strengths and what needs to develop next. However, curriculum priorities are not documented clearly enough or shared fully with all staff and governors. Consequently, while the overall quality of self-evaluation is good, this limits the extent to which these stakeholders can be involved in monitoring this aspect of the school's provision.

Effectiveness of the Foundation Stage

Grade: 2

Reception children get a good start to their education. Parents' comments reflect inspection findings. They say that staff are dedicated, friendly and approachable. The provision for Reception children is good because it is well led and managed. The children are extremely well cared for. Induction systems into Reception are good and transition from the playgroup on the school premises to Reception is seamless. Children settle very quickly into full-time school.

Sessions are well planned and organised and clear routines are quickly established, helping children to feel secure and happy. They receive consistently good teaching. Children's personal development is given a strong and successful emphasis and those who have learning difficulties and/or disabilities are quickly identified and given extra support. Children's language development, early literacy and numeracy skills are promoted very well. Consequently, Reception children make good gains and reach, or in some cases exceed, the levels expected of them when they move into Year 1. The indoor areas in the Reception base and the infant classroom are interesting and provide a relevant focus on personal development and basic skills, as well as other areas of the curriculum. However, the secure outdoor learning area does not provide the same levels of structure and challenge as the indoor areas. The school is aware that this is an aspect in need of further development and staff are very enthusiastic to do so.

What the school should do to improve further

- Improve resources in ICT to ensure that pupils have appropriate opportunities to make progress in all aspects of the subject.
- Ensure that planned curriculum priorities are clearly documented and staff and governors are involved in monitoring and evaluating these developments.
- Ensure that the activities in the outside learning environment in the Foundation Stage are as challenging as the children's indoor activities.

Achievement and standards

Grade: 2

Pupils achieve well and make good progress through the school. Test results in Year 2 are subject to wide variations from year to year because numbers in year groups are small and attainment on entry to the school can vary from year to year. However, in 2007, Year 2 pupils reached high overall standards in the national tests. Reading results were significantly above average and this is a consistent feature. By the end of Year 5, pupils exceed the nationally expected levels for their age in English, mathematics and science. Pupils' abilities to communicate verbally and to listen to others are very strong with pupils responding well from a young age to the opportunities provided by teachers to express and use their ideas. They use a good range of vocabulary and older pupils are developing well and confidently in their ability to hold basic conversations in French. Pupils develop good skills in some aspects of ICT, especially in word-processing, but their skills in using databases and controlling simple devices are below expectations. The school has identified this and is acting swiftly to remedy the situation.

Personal development and well-being

Grade: 1

Pupils like school very much; they arrive on time, over half with the 'walking bus' run by parents, and they are eager to start the day. Attendance is above average. Pupils' excellent behaviour, attitudes to work and relationships with others help create a very happy atmosphere that contributes to their success. Pupils quickly become mature and responsible and their actions reflect the values the school teaches them. They know the importance of being kind and friendly to each other, and older pupils are helpful and caring of the youngest. This is particularly evident in the dining hall and playground.

The school is extremely successful in developing pupils' spiritual, moral, social and cultural awareness. The links with schools in Kenya, New Zealand and multicultural schools in Leeds and Bradford are instrumental in developing pupils' awareness and understanding of other

cultures. Social skills are particularly well developed and helped by regular opportunities for pupils to work and play together. Pupils develop a very good understanding of how to take care of themselves and the environment. They know a lot about balanced diets, exercise and keeping safe. They make an important contribution to the community through links with local, national and international charity work, churches and local businesses. Pupils are very well prepared for the future; for instance they have been involved with the production of a large-print book of mouth-watering recipes, with a business in the village.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned and organised, with a good range of practical activities addressing pupils' different learning styles. Lessons motivate pupils and help them to achieve well. Classes and groups are very well organised so that pupils receive valuable support in the mixed-age classes to ensure that they are completing work relevant to their ages and abilities.

Teachers plan and build well on pupils' previous learning and most lessons and activities move along at a good pace. Pupils with learning difficulties and/or disabilities are supported very well so that they play a part in all activities and make good progress from their starting points. Pupils have very positive attitudes to their learning, reflected in the enthusiasm and concentration they show in lessons. Assessment systems are thorough and teachers use the information to identify where extra support or challenge is needed. Teachers generally use marking well to inform pupils how to improve.

Curriculum and other activities

Grade: 2

Pupils are well served by the curriculum, which is interesting and varied, addresses pupils' individual needs and encourages excellent personal development. Bright and lively displays are used very well as teaching aids and create an attractive learning environment. There is scope for further development to areas of the ICT curriculum and for outdoor provision in the Foundation Stage. Key skills of literacy and numeracy are developed well, and a thoughtfully planned structure of interesting topics linking science and other subjects ensures that pupils in mixed-age classes are catered for very well. Music is an area of strength, as is French. A significant proportion of pupils learn a musical instrument and all pupils regularly take part in drama, musical productions and church services for the local community. The after-school clubs and activities, popular among pupils and parents, offer a good range of activities and sports for all ages. Educational and residential visits and visitors into school extend and support many subjects.

Care, guidance and support

Grade: 1

Outstanding care, guidance and support are provided by a strongly united and very caring staff team. Pupils are helped to feel special, confident and to do their best. This is exemplified daily and in the regular special people of the school (SPOTS) awards. This support is reflected in pupils' good academic achievement and exceptional personal development. Staff keep a very close check on pupils' academic and personal progress and take prompt action when any factors arise that could jeopardise their continuing development. Pupils' safety is paramount and any

child who has difficulties or could be vulnerable is sensitively and effectively supported. Child protection procedures are well understood and conscientiously applied by all staff. Pupils benefit from trusting relationships with adults, helping pupils to feel safe. As a result, they learn well. The well organised school council and pupil questionnaires provide good opportunities for pupils to express their views and share in decision-making.

Leadership and management

Grade: 2

The headteacher leads the school well. He sets a very good example and clear educational direction, to pupils and staff, within a demanding teaching and management role. He is well supported by all staff. Leadership is the compelling force behind the all-encompassing ethos, which values all pupils, makes them feel special and enables them to do well. Key issues identified at the previous inspection have been dealt with successfully. Tracking of pupils' individual performance is well established. The school works closely with the local authority and other schools in moderating pupils' performance against those of other local schools. The school's own evaluation of its work is accurate. However, curriculum developments are not sufficiently documented to ensure that all staff and governors are aware of ongoing priorities to enable them to monitor their success closely. Governance is good and the governing body supports the school well. The budget is managed shrewdly to maintain a good level of staffing and resources.

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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?	2
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	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

Inspection of Long Preston Endowed Voluntary Aided Primary School, Skipton, BD23 4PN

Thank you for welcoming me into your school and talking to me. I appreciated the help you gave me and enjoyed hearing how much you like school and the many interesting activities you do. This made sure I had an enjoyable time. I should like to tell you about what I found during the inspection.

Your school is a good school where you are all happy and some of you never want to leave! The headteacher and governors lead the school very well and all the staff work hard to make sure that you all know what special people you are. You have good opportunities to learn as well as you can and you are supported and guided extremely well. This means that your personal development is excellent and that you are growing up to be mature and thinking individuals. You behave exceptionally well in lessons and your attendance is good.

The teaching you receive is good so you make good progress. By the time you move to the middle school your standards in English, mathematics and science are better than most children of your age. You are especially good readers and enjoy your music and French. I hope you continue to keep this up.

The youngest children in the Reception class settle very well in their class and the older ones help them so much. I have asked the school to make the activities outdoors as interesting as those inside. I have also asked the teachers to make sure that those of you in Years 4 and 5 cover the full ICT curriculum and that all the improvements they plan and do for you are clearly written down. You can help by continuing to work hard and enjoying everything you do at school.

Bonne chance!