

North Rigton Church of England Primary School

Hall Green Lane, North Rigton, Leeds, West Yorkshire, LS17 0DW

Inspection dates

15–16 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils thrive in their learning in this exceptionally caring and supportive school where their individual needs are well met by a dedicated staff team.
- Pupils make good progress in their learning from starting school with skills and knowledge that are broadly typical for their age. On leaving school at the end of Year 6 they attain standards that are above average.
- Good teaching results in pupils achieving well over time.
- Pupils in the current Year 6 are making strong progress in developing their writing and mathematical skills because of effective teaching.
- Disabled pupils and those with special educational needs make good progress in their learning because of effective support provided by highly skilled teaching assistants. This helps them make similar rates of progress in their learning as other pupils.
- Pupils are exceptionally well behaved both in classrooms and when playing with each other on the playground. They report that there is no bullying in the school.
- Early years is well managed, which enables children to make strong progress in their learning and development.
- Under the inspirational leadership of the headteacher, appointed since the previous inspection, the school has improved well and continues to improve.
- Governors have a good grasp of what they must do to improve the school further because they have a clear understanding of performance data, which show how well pupils are achieving.
- Additional funding to improve school sport is used very well to provide a wide range of sporting opportunities for pupils and a legacy for the future.
- Parents cannot speak highly enough of the school and how it is a vital part of the village community.

It is not yet an outstanding school because

- A small minority of boys do not always make enough progress in their learning, or attain standards that are high enough, because occasionally tasks in lessons do not interest them sufficiently.
- A few teachers do not always mark pupils' work consistently well enough to identify precisely what pupils should do to improve further.
- Teachers responsible for managing subjects have insufficient opportunity to improve learning.

Information about this inspection

- The inspector observed teaching and learning in lessons, or part lessons. Four lessons were observed jointly with the headteacher.
- Meetings were held with the headteacher, school staff and three governors, including the Chair of the Governing Body. The lead inspector also met with a representative of the local authority.
- The inspector held discussions with parents on the playground, groups of pupils in school and also spoke informally to other pupils in lessons, during break times and at lunchtime.
- The inspector scrutinised the work that pupils produced during lessons and in their books over time. He also listened to a small number of pupils from Year 1 and Year 2 read.
- The inspector observed the work of the school and looked at the latest school data on pupils' achievement and the progress they are currently making. He scrutinised development plans and information on the performance of teachers as well as safeguarding information, behaviour logs, attendance records and minutes of recent governing body meetings.
- The inspector took account of the 37 responses to the online Parent View questionnaire as well as of the nine responses to the staff questionnaire.

Inspection team

Declan McCauley, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is less than 10%, which is below the national average.
- The proportion of disadvantaged pupils at the school is less than 6%, which is well below the national average. (The term disadvantaged pupils is used to describe those pupils who are known to be eligible for free school meals and those who are looked after by the local authority). These pupils receive additional support from pupil premium funding.
- Most pupils are of White British heritage.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The headteacher took up post in September 2011.
- The school is part of, and works with other schools in, the Harrogate and rural schools teaching alliance.

What does the school need to do to improve further?

- Improve the quality of teaching so all groups of pupils, especially boys, make faster progress in their learning, to attain higher standards in reading, writing and mathematics by:
 - ensuring all teachers more carefully match tasks in lessons to the interests of specific groups of pupils, such as boys
 - making sure the team of highly skilled teachers with responsibility for managing subjects are given sufficient opportunities to work alongside their colleagues in classrooms to improve teaching and learning
 - ensuring marking is consistently used well by teachers so all pupils know what they should do to improve their work further.

Inspection judgements

The leadership and management are good

- The school is effectively led by an inspirational headteacher who has high expectations for all pupils and a very clear vision of achieving the very highest levels of achievement for all pupils. Pupils are encouraged to soar high in their achievements in the same way the red kites soar high in the sky above the school. This vision is shared by the whole staff team who have collaborated well with the headteacher and governors to bring about improvements in school since the previous inspection.
- Early years is effectively managed by a very strong leader who, together with an effective teaching assistant, diligently strives to successfully achieve good outcomes for children from their individual starting points. This was highlighted by a parent who said, 'My daughter has had the best possible start I could have hoped for since starting in the Reception class.'
- In this small school everyone has to take on some leadership responsibility. Literacy and numeracy is well led and, as a result, pupils achieve well in these subjects. The staff member with responsibility for managing special educational needs provision ensures disabled pupils and those with special educational needs are given the same opportunities to progress well in their learning as other pupils.
- School leaders and managers work effectively to promote equal opportunities and foster good relations between all pupils and adults in school and the wider community. No one is discriminated against in any way in this supportive and nurturing learning environment.
- As members of the Harrogate and rural schools teaching alliance, school leaders and those with responsibility for specific subjects and areas such as special educational needs participate in a wide range of professional development activities that support them in their leadership and management roles within school. These opportunities have a positive impact on the quality of teaching and pupils' achievement.
- School self-evaluation is very accurate; it is based on well thought-out activities that take place regularly to check on how well the school is working and how this is improving pupils' learning. The school development plan is well informed by the robust self-evaluation. The plan is sharply focused on securing further improvement.
- Additional primary school sport funding is used well to develop the skills of staff in providing a wide range of sporting opportunities for pupils. This additional support is improving sports lessons in school. The imaginative use of tablet computers to film gymnastics and play back recordings so pupils can improve their performance is one example of the innovative use of the additional funding.
- The school curriculum is well designed to inspire, motivate and engage pupils in their learning. Many of the key values at the heart of the school ethos support pupils well to prepare for living in modern Britain. Pupils are focused this half term on ensuring all pupils have a good understanding of the importance of justice in our modern day society. Pupils' social, moral, spiritual and cultural development is well promoted by the curriculum.
- Parents and members of the village community are kept very well informed about activities in school through the colourful and engaging school website, which is a mine of information. Responses to the Parent View questionnaire indicate all parents who responded would recommend this school. This high level of satisfaction with the work of the school was apparent when the inspector spoke with a group of parents informally during the inspection.
- The local authority provides a low level of support to the school as it has confidence in the school leadership to maintain, and build upon, the current good standards.
- School arrangements for safeguarding pupils are effective. Safeguarding requirements meet statutory requirements.
- Teachers with management responsibility for specific areas and subjects in school currently have insufficient opportunities to work alongside their colleagues in order to secure outstanding achievement.
- **The governance of the school:**
 - Governance is effective. Governors make a strong contribution to the success of the school. They speak very knowledgeably about the quality of teaching and achievement in school. They have high expectations of everyone on the staff to ensure the best outcomes for pupils. Governors ask challenging questions of school leaders about pupils' achievement after they carefully scrutinise school performance data. This helps them to be very clear about what should be done next to improve the school further.
 - Systems for checking on the performance of staff are well established and overseen by governors. They make well informed decisions about rewarding those staff who work hard and achieve good outcomes for pupils. Any underperformance is identified well and tackled effectively.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Pupils are exceptionally polite, well mannered and extremely courteous towards each other and adults within the school community. They are exceedingly smartly turned out. They attend school regularly displaying a sense of pride in their harmonious school community. Pupils, parents and staff all, rightly, praise the behaviour of pupils.
- In lessons pupils listen carefully and take part enthusiastically in tasks that are designed to interest and excite them, although occasionally this is not always the case for boys. Pupils have a hunger for learning.
- Pupils agree behaviour is of a high standard around school, reporting that there is no bullying in their school. At playtimes pupils mingle with others of all ages on an exceedingly orderly play ground taking part in the many skipping games, which they thoroughly enjoy. Older pupils who are play leaders make an exceptionally strong contribution to helping younger pupils enjoy their break times by organising games for them.
- In school, pupils have many responsibilities which they approach with a maturity beyond their years. They represent the school well as ambassadors supporting and helping others through their work on charitable fundraising, such as for the British Heart Foundation through the skipathon. Head Ambassadors recently represented the school in a service of remembrance honouring those who died in the First World War. The additional responsibilities undertaken by pupils help them to understand how important it is to represent the school with dignity and care for and support others.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils have an exceptionally clear understanding of how to keep themselves safe both in school and in the wider community. They understand clearly how they can protect themselves when using the internet because of the way in which this sensitive issue has been brought to their attention in school.
- The checks undertaken by school before anyone is employed to work or volunteer at the school are recorded meticulously on a system devised in school so they can be reviewed at any time. This system is maintained exceptionally well by the member of staff with responsibility for its upkeep.
- All training regarding keeping pupils safe has been undertaken by key members of staff who have an exceedingly clear understanding of what to do if any concerns are brought to their attention.

The quality of teaching is good

- Teaching over time is resulting in good achievement for pupils in reading, writing and mathematics. From their individual starting points pupils make good progress throughout their time in school and leave Year 6 having attained standards that are higher than those nationally.
- The most able pupils as well as disabled pupils and those with special educational needs achieve well because of the careful design of tasks that interest and excite them. Groups of these pupils were observed making strong progress in literacy when acting as Egyptian detectives endeavouring to persuade a client to hire them to find a person missing in Egypt.
- Pupils learn well in a culture of high expectation. In all lessons pupils are expected to do their very best.
- The use of challenging and probing questions in lessons promotes effective learning when used to help understand how well pupils have learned and when they are ready to be challenged further.
- In a mathematics lesson a younger pupil was helped to understand about the importance of measuring with a ruler when asked to think about the lengths of lines on plans produced by an architect for his parents' building project.
- All teaching assistants are very skilled in helping pupils to learn well in lessons. One was observed recording top tips for pupils to succeed as pupils shared their thoughts about what they could do to achieve well in a literacy lesson.
- Homework is set regularly for pupils and is used well to support learning in a wide range of subjects.
- Pupils use their target cards well to ensure they know what they are expected to improve in specific lessons.
- When all pupils' imagination is ignited in lessons they achieve well. Older pupils produced written letters to captains of pirate ships using a variety of literary techniques, which were of a high standard because they were so well motivated to do well due to their enjoyment of a fiction book about pirates they are reading as a whole class. Occasionally learning tasks do not inspire or interest boys enough, resulting in a slowing of their progress.

- Many teachers mark pupils' work well indicating to them precisely what they should do to improve their learning further, although this is not consistently the case.

The achievement of pupils is good

- Children start school with skills and knowledge which are broadly typical for their age, although, in this small school, this varies slightly from year to year. After a strong start in the early years pupils continue to make good progress in Key Stage 1 and Key Stage 2 so that standards at the end of Year 6 in reading, writing and mathematics are above average. This represents good progress for pupils from their individual starting points because of effective teaching.
- Younger pupils learn the sounds that letters make (phonics) very well and attain high standards compared to other pupils nationally in the phonics screening check at the end of Year 1 and at the end of Year 2. Girls' attainment in this area is particularly strong. Pupils are taught to read well in school and they spoke to the inspector about their love of reading.
- At the end of Year 2 the most able pupils attain standards that are above average in reading and writing but very slightly below in mathematics. The most able pupils attain high standards at the end of Year 6 in reading, writing and mathematics. In Year 6, in 2014, over half of the pupils attained the highest standards in reading and mathematics. In writing and their grammar, punctuation and spelling half of the pupils also attained the highest standards because of effective teaching.
- In 2014 there was a very small proportion of disadvantaged pupils in Year 6 and it is not possible to make a reliable comparison with the attainment and progress of other pupils in school or nationally.
- Disabled pupils and those with special educational needs achieve well. The needs of these pupils are well met both in lessons and in small groups working with teaching assistants. This is due to the carefully planned support programmes that are well designed to meet their needs fully and delivered by highly proficient teaching assistants.
- A few boys in school attain standards that are slightly lower than boys nationally or the girls in school in reading and writing at the end of Year 2. By the time they leave Year 6 in 2014 a few boys made slightly less progress in their learning than boys nationally or girls in school in reading, writing and mathematics.

The early years provision is good

- Early years is well led and the early years team work effectively together to ensure children have a good start in school. The team work closely with other teachers, and the learning hub formed of the two youngest classes in school has a positive impact on children's level of preparedness to join Key Stage 1.
- Most children begin in the Reception class with knowledge and skills that are typical for their age, although the very small number who start with skills below this are given additional support so they can catch up rapidly and make fast progress. This results in the majority of children being well prepared to join Year 1.
- During their first year in school children settle quickly and make strong progress in their learning and development. They achieve well because of effective teaching. In 2014, the proportion of children who reached a good level of development was over three-quarters of the group. This was an increase on the previous year.
- Close checks are made on children's learning and development by the highly skilled early years team who record these in detail, enabling them to plan very precisely the next steps for each individual child to enable them to achieve well.
- Children in early years are exceptionally well behaved and move around the room carefully so as not to disturb their friends who are engrossed in a wide range of exciting and fun activities designed to extend their learning. Reception children are exceedingly polite and enjoy learning together, both in the well resourced outdoor area and in the classroom.
- All necessary steps are taken by the school to ensure children are kept safe; this is a high priority for the early years team.
- A small group of children were observed excitedly extending their use of language with a teaching assistant, whose magical retelling of a story about a little red hen left the children transfixed and eager to learn more. Children are encouraged well to explore their emotions in small group work, which enables them to carefully consider the impact of their actions on others.

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	121579
Local authority	North Yorkshire
Inspection number	449644

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	93
Appropriate authority	The governing body
Chair	Paul Butler
Headteacher	Paul Edwards
Date of previous school inspection	9 June 2010
Telephone number	01423 734540
Email address	admin@northrigton.n-yorks.sch.uk

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