

# Riddlesden St Marys CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	107340
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356146
<b>Inspection dates</b>	7–8 December 2010
<b>Reporting inspector</b>	Liam Trippier

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	384
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Learmonth
<b>Headteacher</b>	Miss E Jackson
<b>Date of previous school inspection</b>	9 June 2008
<b>School address</b>	Grange Road Riddlesden, Keighley West Yorkshire BD20 5AB
<b>Telephone number</b>	01535 210002
<b>Fax number</b>	01535 210316
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 16 lessons, observed 14 teachers and held meetings with members of the governing body, staff, groups of pupils and two parents. They also observed the school's work, looked at a range of documentation including school policies and the school's self-evaluation, and they scrutinised pupils' work. Questionnaires completed by 152 pupils, 15 staff and 117 parents and carers were received and their content was considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The progress of all pupils through Key Stage 2.
- The quality of the oral and written feedback pupils receive.
- The school's view that community cohesion, personal development outcomes for pupils and the school's provision for care, guidance and support are strong.
- The effectiveness of monitoring procedures by leaders and managers upon improving the provision and outcomes for pupils.

## Information about the school

This is a larger-than-average size primary school. The proportion of pupils from minority ethnic backgrounds is well above average and the majority of these speak English as an additional language. The proportion of pupils known to be eligible for free school meals is just above average. A lower than average proportion of pupils has special educational needs and/or disabilities. The number of pupils on roll has increased recently and this has affected the organisation of some class groupings. The school has Investor in People status, the Eco-School Silver Award, Investor in Pupils Award and Healthy School status.

There is additional Early Years Foundation Stage and childcare provision on the school site provided by Bramble Hedge Pre-School. A separate report on this provision can be found on the Ofsted website at [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. All staff ensure good quality care, guidance and support so that pupils enjoy their time in this caring environment. Parents and carers speak highly of the school and appreciate the hard work of staff. A typical comment is, 'The staff are very approachable and warm. We like the personal touch, our son is doing well and we are happy with the school.'

Pupils' achievement is good. Most children enter the Nursery with skills and knowledge that are well below those found typically for three-year-olds. In the teacher assessments at the end of Key Stage 2 in 2010, pupils' attainment was broadly average in English and mathematics. Evidence from lesson observations, pupils' workbooks and school data, shows that attainment is continuing to improve and that pupils make good progress. The quality of pupils' writing skills and its presentation are relative weaknesses and leaders recognise that these are areas to develop.

The quality of teaching is good. Teachers plan lessons using information from assessments to meet the needs of different groups of pupils in their classes. Teachers have good subject knowledge and are able to modify their explanations in lessons to aid pupils' learning well through good-quality oral feedback. There are many examples of effective marking in pupils' workbooks throughout the school, but in a few classes marking does not provide clear feedback to pupils about how to improve and the school's marking policy is not consistently applied.

Provision for children in the Early Years Foundation Stage is good. Children make good progress in the Nursery and Reception classes because the teaching is strong. Learning slows a little on entry to Key Stage 1 because the transition between the two key stages is not planned sufficiently well to ensure that all pupils are able to meet the demands of an increasingly formal approach to learning.

Pupils say they feel safe in school. Community cohesion is promoted to a good standard and pupils contribute well to their school and local community through the school council and events such as, the annual bonfire and the local Riddlesden Gala. Pupils' attendance is average but a small minority are often late for school despite the school's best efforts to promote good punctuality and attendance.

Leaders and managers work successfully to address the areas for improvement identified at the last inspection. The school's tracking and monitoring systems that check on pupils' progress are robust and effective, highlighting any underachievement, which is then tackled swiftly. The school's provision has continued to improve to ensure good outcomes for all pupils based on effective self-evaluation. Senior leaders have an accurate view of the school's strengths and areas to develop through their very rigorous monitoring

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procedures and good quality development plans. Consequently, the school's capacity for sustained improvement is good.

## What does the school need to do to improve further?

- Raise attainment further by:
  - improving pupils' writing skills and presentation
  - ensuring teachers' marking in all classes is as good as the best and consistently follows an agreed policy
  - ensuring activities always precisely match the needs of all pupils.
- Improve the transition into Key Stage 1, by providing those pupils in Year 1, for whom it is appropriate, with more opportunities to develop basic skills through play and exploration.
- Further explore strategies to promote good punctuality amongst the small minority of pupils who persistently late for school.

## Outcomes for individuals and groups of pupils

**2**

Pupils are actively involved in lessons and make good progress. They enjoy the many opportunities for talk and thought and like the use of modern technology to stimulate their thinking and to aid their learning. For example, older pupils enjoyed making notes, discussing with their peers how to improve their writing using carefully selected adverbs and adjectives, and producing good quality paragraphs after watching a well-chosen cartoon clip. There are no significant differences in the achievements of different groups of pupils. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress in line with their peers.

The extent to which pupils develop workplace and other skills that will contribute to their economic well-being is good overall. Despite average rates of attendance and some issues regarding a small minority of pupils' punctuality, pupils apply their basic skills well in a range of activities, including information and communication technology and learning outdoors, which they thoroughly enjoy. They cooperate and work well in lessons and groups and demonstrate good teamwork in sporting activities and at playtimes. Pupils say they enjoy their learning and that they feel safe. They are kind and supportive and are eager to help each other. Pupils know that there is always someone to talk to if they have a concern or problem. Older pupils enjoy their roles as playground pals for younger pupils. They demonstrate developing nurturing skills and good care for one another and through the school council are active in helping to improve playtimes. Behaviour is good around the school and in lessons, which contributes to the good quality of pupils' learning. Pupils throughout the school are actively involved in raising considerable sums of money for charities and events at home and abroad through the Shoebox Appeal and Comic Relief.

Pupils appreciate the healthy food options at lunchtime and the take-up of school meals is high. Year 6 pupils work well with children in the Reception class to make sure they make healthy meal choices and drink plenty of water at lunchtime. Consequently, pupils are well aware of how to live healthy lifestyles and most pupils walk to school. Pupils' spiritual, moral, social and cultural development is good. Assemblies make a good contribution to the school's positive ethos, with high levels of participation by pupils of all ages. Pupils

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voice their thorough enjoyment of sporting and musical activities and demonstrate respect, tolerance and understanding of each others' differences, in and out of lessons.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers use effective ways to ensure all pupils develop their English speaking skills, are motivated, engaged and involved in lessons through good questioning techniques and high levels of challenge to complete tasks within time deadlines. Consequently, the rate of learning is usually brisk and progress is good. On occasion, the pace of learning slips when teachers talk for too long or activities do not precisely match the needs of pupils.

The school's arrangements for tracking and monitoring pupils' performance are strong. The school monitors and evaluates the performance of different groups as well as individuals effectively. Teachers and leaders regularly scrutinise the information from assessments and any pupils at risk of underachieving are identified. Effective support to improve their learning and progress is implemented quickly. However, in Year 1, some pupils' progress is satisfactory rather than good because transition arrangements limit opportunities for learning through play and exploration for those pupils who need more time to settle to more formal learning.

The good curriculum caters well for the academic and personal needs of all pupils, including those with special educational needs and/or disabilities. Given the well-above

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average proportion of pupils who speak English as an additional language, the school rightly focuses upon the development of spoken English and other basic skills through a programme of interesting and relevant themes. For example, the high-quality school grounds are used to supplement learning in the classroom, by the effective use of the school's allotment and an adjacent bird sanctuary. Pupils develop their spoken English and apply their knowledge and skills from lessons in context. The range of extra-curricular activities is extensive and there is a high take up of these by all groups of pupils.

All pupils are known as individuals and their needs are well catered for by all staff. Support for pupils who speak English as an additional language is good through the appropriate curriculum and range of additional groups, so that these pupils develop the necessary vocabulary and English language skills to fully take part in school life and to make good progress. The school has good links with a wide range of welfare and educational agencies to ensure that all pupils are appropriately supported, including those whose circumstances may make them vulnerable. Good transition arrangements ensure that pupils leaving the school are well prepared for secondary education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers are ambitious for the school's continuing improvement and convey this clearly to staff. They effectively check the quality of the school's provision and of the outcomes for pupils, through a wide range of monitoring and self-evaluation activities. These provide leaders with the necessary information to accurately identify the school's strengths and weaknesses in order to inform development planning. Assessment information is analysed regularly to review the quality and effectiveness of teaching. Teachers are held to account for the progress of pupils in their classes, which has contributed significantly to the better overall quality of teaching and learning since the last inspection.

The school promotes equality of opportunity and tackles discrimination well and has evidence from its monitoring systems to suggest that previously underachieving groups, such as boys and pupils identified with special educational needs and/or disabilities, are making good progress. This was confirmed by inspectors during lesson observations.

The school's promotion of community cohesion is good and it is particularly strong in the local area where the school's parent involvement worker has made some excellent links to different groups of parents and carers through a wide range of events. Safeguarding is promoted satisfactorily and statutory requirements are met. Some members of the governing body are more established than others and therefore better informed regarding

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pupils' achievement and in knowing the main strengths and weaknesses of the school. As a result the overall effectiveness of the governing body is satisfactory.

Partnerships are promoted well and links within the local community and to educational facilities have made a good contribution to the development of the school. For example, the strong link with Bradford College, for initial teacher training, provides their students with good-quality placements and stimulates the development of teaching techniques in the school. The school has received a prestigious award for this aspect of partnership working. Good communication with families is established through reports, parent and carer evenings and clearly written newsletters. Parents and carers say they appreciate the texting service used by the school to inform them of events. The school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress towards meeting the early learning goals typically expected on entry to Year 1, particularly in areas such as communication, language and literacy and in mathematical development. When working both indoors and outdoors, children develop their confidence and language skills well because they are presented with interesting and stimulating opportunities to learn through play. Children respond well to the clear expectations and routines that promote their good behaviour, independence and their ability to share.

There is a good balance of adult-led and child-initiated activity. Assessment is regular and detailed to inform future plans. The indoor environment is somewhat cramped and this can sometimes limit the opportunities to cover a wide range of activities. The effective leader of the Early Years Foundation Stage has a clear overview of the strengths and



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areas to develop. Links with outside agencies, such as the local children's centre, pre-school and families are excellent, and support children's personal development well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents and carers who made their views known to inspectors in the pre-inspection questionnaires are happy with their child's experience at this school. A very small minority of parents and carers felt the school did not help their child to lead a healthy lifestyle. Inspection findings confirmed that this aspect of the school's work was good. Any other individual concerns raised from the questionnaires were taken into account during the inspection and investigated by inspectors.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Riddlesden St Marys CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 117 completed questionnaires by the end of the on-site inspection. In total, there are 384 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	54	53	45	0	0	1	1
The school keeps my child safe	65	56	51	44	1	1	0	0
My school informs me about my child's progress	54	46	59	50	0	0	1	1
My child is making enough progress at this school	46	39	66	56	1	1	0	0
The teaching is good at this school	53	45	62	53	0	0	1	1
The school helps me to support my child's learning	53	45	60	51	1	1	0	0
The school helps my child to have a healthy lifestyle	36	31	74	63	6	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	45	38	61	52	4	3	0	0
The school meets my child's particular needs	43	37	71	61	1	1	0	0
The school deals effectively with unacceptable behaviour	43	37	70	60	1	1	0	0
The school takes account of my suggestions and concerns	37	32	76	65	0	0	0	0
The school is led and managed effectively	45	38	68	58	1	1	0	0
Overall, I am happy with my child's experience at this school	54	46	63	54	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2010

Dear Pupils

**Inspection of Riddlesden St Mary's CE (A) Primary School and Nursery, Keighley  
BD20 5AB**

Thank you for making the inspectors so welcome when we visited your school recently. The report is now complete and I would like to tell you what it contains.

Here are some of the things we found.

- Riddlesden St Mary's is a good school.
- The staff take good care of you.
- You make good progress in your lessons, you enjoy your work and the different subjects you are taught.
- You have a good understanding of how to live healthy lifestyles.
- You feel safe and happy in school and behave well.

I have asked the staff to make sure the standards of your work continue to rise by improving the way that your books are marked in some classes and making sure your writing skills and presentation become even better. I have asked the Year 1 teachers to make sure that they provide some pupils with more opportunities for play and exploration in their learning.

Most of you arrive at school on time. However, I have also asked that the school does even more to encourage those of you who are often late in the morning to arrive on time every day. You can help by making every effort to do this.

Yours sincerely

Liam Trippier

Lead inspector

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