

North Stainley Church of England Primary School

Inspection report

Unique Reference Number	121578
Local Authority	North Yorkshire
Inspection number	359040
Inspection dates	30 November 2010–1 December 2010
Reporting inspector	Barbara Hudson

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	43
Appropriate authority	The governing body
Chair	Mr Richard Plummer
Headteacher	Mrs Elizabeth Watts
Date of previous school inspection	15 January 2008
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Introduction

This inspection was carried out by one additional inspector. The inspector visited eight lessons, observed three teachers and held meetings with staff, groups of pupils, governors and parents and carers. The inspector observed the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspector analysed 16 questionnaires returned by parents and carers.

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

- Whether pupils' progress and attainment are improving at the fast rate suggested by the school's self-evaluation.
- The extent to which the children in the mixed Early Years Foundation Stage and Key Stage 1 class are receiving the correct curriculum entitlement.
- The extent to which leaders and managers are having a positive impact on the school's work.

Information about the school

North Stainley is a very small primary school. The proportion of pupils with special educational needs and/or disabilities is average. A below-average number of pupils are known to be eligible for free school meals. All pupils are of White British heritage. The school has achieved the Inclusion Quality, Basic Skills and Leading Aspect Awards. The governing body has gained the Financial Management in Schools status. A new headteacher took up her post in April 2010 and in September a new teacher for Early Years Foundation Stage and Key Stage 1 joined the staff. The Early Years Foundation Stage and Key Stage 1 pupils are taught in one class. The Year 3 and 4 and the Year 5 and 6 pupils are taught in two separate classes four mornings a week and for the rest of the week they are taught as one Key Stage 2 class.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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. The inspirational headteacher leads a highly motivated team of staff and governors. Together they have recently embarked on a journey to make the school excellent. Pupils' progress is now consistently good and sometimes outstanding, standards of attainment are rising and pupils' achievement is good. This is because of strong teaching, rigorous tracking of pupils' progress and very specific help for the very wide range of differing pupils abilities within a class. The good curriculum caters well for the mixed ages in each class and provides pupils with many interesting learning experiences. However, opportunities for pupils to use information and communication technology (ICT) are too limited. The good quality care, guidance and support pupils receive plays a significant role in ensuring pupils are safe, that their attendance is outstanding and that they behave well. Parents and carers hold very positive views about the school's work and the pupils are good ambassadors for it.

The school is a harmonious and inclusive community in which every child and adult is valued. Pupils, and pupils and staff get on very well together and lessons are characterised by mutual support and the frequent celebration of individual achievement. The quality of assessment is good and pupils have a good knowledge of their targets for improvement. Pupils are socially adept and have strong moral values. The good links with the local community, including the Church, ensure the school's place in the heart of the village.

The rigorous and accurate evaluation of the school's strengths and weaknesses has led to accelerated and significantly good improvements since the appointment of the current headteacher. New ideas have successfully been implemented because the headteacher has involved staff and governors and where appropriate pupils and parents and carers in their development. This has led to a shared vision for the future of the school. A good example of this is the recent relocation of classes so that the Early Years Foundation Stage and Key Stage 1 pupils can work and play in an outdoor area. However, these pupils do not currently have free access to the outdoors. The pace of change in a short space of time has been very rapid and so a number of initiatives are still being embedded into the school's practice. This is why the judgement for the capacity for sustained improvement is good and not outstanding.

What does the school need to do to improve further?

- Improve pupils' use of ICT by:
 - increasing the resources available for pupils to use
 - providing staff with training to maximise the use of the resources

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- ensuring teachers plan for pupils to use ICT within lessons
- increasing opportunities for pupils to apply their ICT skills across the curriculum.
- Improve opportunities for children in the Early Years Foundation Stage and Key Stage 1 to learn outdoors by:
 - enabling the outdoor area to be in use throughout the day
 - increasing the range of resources available in the area.

Outcomes for individuals and groups of pupils

2

Pupils are enthusiastic about learning and proud that they achieve well. They persevere with their work, are delighted when they reach their targets, and enjoy meeting challenges. They listen carefully to instructions, work cooperatively in pairs and small groups and are confident in expressing their point of view or sharing their thinking. In Year 5 and Year 6, pupils are adept at assessing their own writing and this reinforces what they do well and where they need to improve. These positive characteristics underpin the good progress that pupils make throughout the school. As a result of the small numbers in each year group and pupils' differing abilities, attainment fluctuates year-on-year. As a general rule, children tend to join the Reception Year with skills below the levels expected for their age. They leave Year 6 with attainment that is above average in English and mathematics. The well-targeted good support provided for pupils with special educational needs and/or disabilities or who are more vulnerable than most, enables them to make good progress.

Pupils thoroughly enjoy school, feel safe and are keenly aware of the benefits of eating sensibly and taking regular exercise. They feel that their opinions and suggestions are valued and that they influence the decision making. A good example of this is the school council's successful involvement in improving the way the dining area is organised at lunchtimes. Pupils enjoy having responsibilities and carry them out diligently. They have a clear understanding of right and wrong and care for one another very well. Pupils make a positive contribution to the local community. Their understanding of the wider community is good through links with a number of small village schools in the area and a strong link with a boy in Malawi. Pupils' spiritual development is enhanced by the school's close links with the Church and Cathedral. Their good basic skills, combined with their excellent attendance and punctuality, equip them well for the next stages in life and education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Lessons are very well planned so that all of the pupils in each class, whatever their age or ability, are provided with sufficiently challenging work so that they make good progress. Class teachers work closely and productively with teaching assistants and other adults to provide pupils with interesting and appropriate tasks. However, opportunities for pupils to use ICT are often missed. Introductions to lessons are interesting and often inspirational and this quickly engages pupils' motivation to learn. Pupils are encouraged to work together and gather ideas from each other and this helps them to improve their work. Teachers' assessment of pupils' work is good, particularly in writing where the oral and written feedback the pupils receive is precise. As a result, pupils clearly know how to improve their writing and actively respond to the teachers very helpful comments.

Links between areas of learning are developing well and pupils are applying their good reading, writing and mathematical skills in a range of subjects. They thoroughly enjoy their visits out of school and welcome the frequent visitors to school, who enrich the curriculum. Recently, a group of people from Uganda and other people who work in Uganda talked about their lives and this helped pupils to gain a better understanding of the diverse world in which they live. Pupils receive specialist support from a range of external providers that enhances their sporting and aesthetic development. They have had the opportunity to suggest and select a wide range of school clubs in which they eagerly participate.

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Significant features of the good quality care, support and guidance pupils receive are the welcoming environment, the perceptive deployment of staff and resources and the effective use of the school building and village hall. The recent revision of support for those pupils who have difficulty learning or attaining at expected levels is having a positive impact as the progress they are making has accelerated. The high quality information and guidance provided for parents and carers to help them support their child's learning are having a positive impact on pupils' progress. Parents and carers are very appreciative of the time and effort that staff put in to ensure that pupils are nurtured, reassured and encouraged to become confident and healthy young people.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher is very successful in promoting a shared ambition and determination that all pupils will have a maximum benefit from their schooling. In a short period of time she has developed a committed team of staff and governors who are working together to exploit their strengths and seek the best possible results for pupils. Professional development for staff and governors is focused well on the school's priorities. For example, staff training in ICT is planned. Ambitious targets have been set in the school development plan and progress towards meeting these is in line with expectations. Rigorous checks on the quality of teaching have led to improvements in classroom practice and in pupils' learning and progress.

The governing body is well qualified to provide strong support for the headteacher and to also challenge the school's performance. The governing body is well organised and clearly involved in the strategic and financial management of the school. Governors are aware that resources for ICT are in need of enhancement. The school's partnerships with parents and carers and with other agencies and schools are good. Parents and carers are very positive about the recent changes and appreciate the detailed support they receive to help them support their child's learning at home. Good safeguarding procedures follow recommended best practice and pupils learn to take some responsibility for their own safety, for example, while walking from the school to the village hall. The school is vigilant in ensuring that all pupils have equality of opportunity. The robust monitoring of their achievements ensures that all are able to participate in all aspects of school life and where necessary they are provided with additional support to allow this to happen. The promotion of community cohesion is good because the school actively helps pupils to become aware of life beyond the village community within which they live. The good outcome for pupils and the efficient use of resources ensure that there is good value for money.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage owing to the good teaching. Children enter the Reception class with a very wide range of skills but overall these are below the expectations for their age. By the time they start Year 1 most are working at the expected levels. Very good relationships between staff and children and their parents and carers are key to the good progress the children make in their personal, social, emotional and educational development. A good range of activities, both indoors and outdoors provide children with many learning experiences. Currently, the outdoor space is not for the sole use of children in the Reception Year and Key Stage 1 so they need and receive very close supervision for the limited time they have outside. This restricts opportunities for children to be independent learners. Staff have high expectations for the children. They expect them to behave well, which they do. They encourage the children to talk about what they are doing by engaging them in discussions and asking pertinent questions. This helps to move the children's learning on. Staff encourage children to suggest developments and extensions to the activities in which they participate and this extends the higher ability children. Staff carefully note what children say and do. This helps them plan tasks well matched to children's needs. Staff are vigilant about ensuring children's welfare needs are well met. The role of the Early Years Foundation Stage manager is currently with the headteacher. The plan is for the teacher who has recently joined the school to take over this role from the headteacher. Both are aware that outdoor resources need improving.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A broadly average proportion of parents and carers responded to the inspection questionnaire. Parents and carers have very positive views and are very pleased with their children's progress. The parents and carers who met with the inspector were equally positive about the work of the school. The inspector checked that the very few concerns expressed by individual parents and carers were known to the school and the school is in the process of addressing these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Stainley Church of England 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 inspector received 16 completed questionnaires by the end of the on-site inspection. In total, there are 43 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	56	6	38	1	6	0	0
The school keeps my child safe	11	69	4	25	1	6	0	0
My school informs me about my child's progress	9	56	7	44	0	0	0	0
My child is making enough progress at this school	7	44	8	50	1	6	0	0
The teaching is good at this school	7	44	8	50	0	0	0	0
The school helps me to support my child's learning	6	38	10	63	0	0	0	0
The school helps my child to have a healthy lifestyle	8	50	8	50	0	0	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)	6	38	6	38	0	0	0	0
The school meets my child's particular needs	8	50	8	50	0	0	0	0
The school deals effectively with unacceptable behaviour	7	44	6	38	3	19	0	0
The school takes account of my suggestions and concerns	7	44	8	50	1	6	0	0
The school is led and managed effectively	11	69	5	31	0	0	0	0
Overall, I am happy with my child's experience at this school	8	50	8	50	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). 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



2 December 2010

Dear Pupils

Inspection of North Stainley Church of England Primary School, Ripon, HG4 3HT

Thank you very much for the friendly welcome you gave me when I inspected your school recently. I enjoyed chatting with you and appreciated the honest way in which you answered my questions. I am sure you will be delighted to know that I judge your school to be good. This means that it has lots of good features and there are some things which need improving.

Some of the best things about your school are:

- your attendance is outstanding because you enjoy coming to school
- the good teaching that helps you make good progress in reading, writing and mathematics
- how well you are looked after
- the way its leaders run the school.

Even in good schools there are some things that can be improved. To help with this your headteacher agrees with me that:

- pupils need to use information and communication technology such as computers more often
- children in the Early Years Foundation Stage and Key Stage 1 need better outdoor learning facilities.

Thank you again for helping me with the inspection. I wish you every success in the future.

Yours sincerely

Mrs Barbara Hudson

Lead inspector

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