

# Horton-In-Ribblesdale Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	121628
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339983
<b>Inspection dates</b>	14–15 December 2010
<b>Reporting inspector</b>	Melvyn Hemmings

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>	3–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr R Pattinson
<b>Headteacher</b>	Mr Brian Beresford
<b>Date of previous school inspection</b>	9 May 2007
<b>School address</b>	Brackenbottom Lane Horton-in-Ribblesdale, Settle North Yorkshire BD24 0EX
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## Introduction

This inspection was carried out by one additional inspector who visited nine lessons or parts of lessons. The inspector observed four teachers and held discussions with members of the governing body, staff, groups of pupils and the School Improvement Partner. He observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information and curriculum-planning. In addition, 20 responses to parents' and carers' questionnaires were received and analysed.

- Whether pupils make sufficient progress in Years 1 and 2.
- How successful leaders have been in improving pupils' writing skills.
- How much pupils understand about cultures different from their own.
- The impact of the confederation on pupils' learning and development.
- The effectiveness of leadership and management in the light of the headteacher's responsibilities in the other confederation schools.

## Information about the school

The school is much smaller than the average primary school. Pupils are taught in three mixed-age classes and transfer to middle school at the end of Year 5. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. All pupils are of White British heritage. The school holds the Activemark award and has achieved Healthy School status. In January 2010 the school became a member of a confederation of three small village schools. The headteacher oversees the confederation, dividing his time between the schools.

**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?**

**1**

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

**1**

## Main findings

The school is outstanding. It provides an exhilarating place in which pupils learn, strongly based within Christian values. The inspirational leadership of the headteacher has been the key factor in the school maintaining its high standard of education since inclusion in the confederation. He has very effectively delegated responsibility for the day-to-day running of the school to the two assistant headteachers, when he is in the other schools. This has proved successful in ensuring the school has maintained and built upon its outstanding provision and outcomes at the last inspection. Self-evaluation is based upon a very accurate analysis of its performance and is used to set very challenging targets to take the school forward. The procedures for managing the performance of staff and for their professional development are used exceptionally well to support pupils' learning. The school's track record since the last inspection shows there is excellent capacity for further improvement.

National comparative data indicate that standards in English, mathematics and science at the end of Year 5 are generally above those expected for this age. This data must be treated with caution because of the exceptionally small cohorts involved. Importantly, the school's own data show clearly that pupils make good progress in the Early Years Foundation Stage and exceptional progress in Years 1 to 5. Pupils' exemplary behaviour and consistently high-quality teaching make a telling contribution to this outstanding progress. Teaching is highly effective in inspiring pupils to do their best and achieve to their full capability. Pupils' writing skills have been improved so that they use accurately-constructed sentences to create imaginative stories and accounts.

The outstanding curriculum provides rich opportunities for high-quality learning and wider personal development and well-being. It has been amended to facilitate inclusion in the confederation. This has enhanced learning opportunities by giving pupils greater opportunities to work and share ideas with pupils from backgrounds different from their own. Pupils show a great deal of enjoyment in coming to school, which is reflected in their improving attendance. They are extremely polite and very considerate towards others. Children in the Early Years Foundation Stage have access to the recently upgraded outdoor area through the day but its use does not fully support their development and learning. Pupils are treated as unique individuals and excellent attention is given to all aspects of their care guidance and support.

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

- Improve the effectiveness of the Early Years Foundation Stage by:
  - developing the use of the outdoor area to better support children's learning

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- ensuring that planning always emphasises what children are to learn rather than what they are to do.

## Outcomes for individuals and groups of pupils

**1**

Pupils achieve in an outstanding way from their skills levels on entering school, which are generally below those expected for their age. Pupils show excellent concentration and are rarely off task. They learn and practise skills exceptionally well and have developed perseverance when faced with challenging activities in a range of subjects. They read fluently and expressively. Their writing is accurately-constructed and imaginative. This was evident in the accounts of pupils in Year 5 about the previous night's production of Cinderella. Pupils have well-developed mathematical calculation skills and use these effectively to solve real-life number problems in a variety of contexts. They use information and communication technology (ICT) confidently to support work in other subjects, such as in using the

Internet to research information about the Amazonian Rainforest. Pupils with special educational needs and/or disabilities make the same progress as other pupils because their individual needs are identified early and extra support provided to ensure they are met fully.

Pupils say they feel safe in school at all times and have an excellent understanding of what might present an unsafe situation. They talk very knowledgeably about how to live a healthy lifestyle, such as by eating a healthy diet and taking regular exercise. They are adopting such a lifestyle very well. Pupils are very proud of their school community. They enthusiastically take on responsibilities to support improvement enthusiastically, such as being a member of the school council. They have a comprehensive understanding of the beliefs and traditions of cultures different from their own. Pupils' aboveaverage attendance, excellent application of basic skills across many areas of school life and their outstanding collaborative skills show they are exceptionally well-prepared for their future lives.

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

*These are the grades for pupils' outcomes*

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

Teaching is highly effective in ensuring that pupils learn extremely well. Of particular note is the extremely effective planning that ensures that the needs of the different year groups in each class are met fully. Teachers are very aware of pupils' prior learning and ensure that activities build on this very effectively. Marking and discussion between staff and pupils make sure that pupils understand in detail how to improve their work. The work of teaching assistants is extremely well-focused and makes a significant contribution to the progress that pupils make.

All pupils benefit from a highly coherent and relevant curriculum that promotes outstanding outcomes. Pupils' learning is extended by a variety of extra-curricular activities and opportunity to take part in a wide range of educational visits. These include Jodrell Bank Observatory in Cheshire as part of their studies in science. Pupils' cultural development is very effectively enhanced by opportunity for them to work with pupils from a school in Keighley who are predominantly of the Muslim faith. Partnerships with others, including other schools in the confederation, very effectively widen pupils' horizons and extend their skills, such as in music, drama and sport.

The school is a very welcoming, safe and caring setting in which to learn. Very well targeted support for all pupils enables them to make the best of opportunities provided for them. Links with outside agencies are exemplary and very effectively promote the learning and well-being of pupils facing challenging circumstances.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders are very successful in inspiring those involved in school life to share a common sense of purpose in meeting ambitious targets for all pupils. As a result, morale is very high amongst all staff. Most members of the governing body are fully involved in evaluating the school and influential in determining its direction. They are rigorous in ensuring that staff and pupils are safe. The promotion of equality of opportunity is at the heart of the school's work. Consequently, pupils' outcomes are very positive and any unevenness between different groups is minimal. There is a comprehensive awareness of safeguarding issues amongst all governors and staff. Training for safeguarding is regular and of high quality, particularly in child protection.

Leaders promote community cohesion in an outstanding manner. Their actions have a very beneficial impact on cohesion within the school, the local community and beyond. The school is highly committed to working in partnership with others, including the North Craven Sports Partnership. Such activity makes an excellent contribution to pupils' outstanding achievement and well-being. Outstanding engagement with parents and carers ensure they are strongly involved in their children's learning and the work of the school.

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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children, including those with special educational needs and/or disabilities, make good progress and achieve well across the areas of learning. There is a good balance between activities directed by adults and those initiated by children. This makes a positive contribution to their development as independent learners. Relationships are good and children learn within a very friendly and welcoming setting. The focused group activities, led by an adult, are planned well to promote children's learning and development. Planning for the independent activities is not always as successful in emphasising what children are to learn rather than what they are to do. Children work and play very well together in pairs and small groups, taking turns and sharing equipment fairly.

The leader has rightly identified the need to improve the use of the outdoor area by providing activities that effectively link to and build upon learning that has taken place indoors. The curriculum is enhanced by opportunities for children to work with a variety of visitors, such as the school nurse, and to visit the local park. Adults give the highest priority to safeguarding all children. Good induction procedures help children to quickly settle into everyday routines when they start school. Parents and carers are kept very well informed about their children's progress.



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*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 proportion of parents and carers returning completed questionnaires was above average. Almost all were positive about the school's work and the efforts of all staff. Two comments were typical, 'A school in which you are made to feel part of a big family and my children love it too' and, 'All staff are kind, caring and dedicated'. Inspection judgements support the overwhelmingly positive views of parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Horton-In-Ribblesdale Church of England Voluntary Aided 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 20 completed questionnaires by the end of the on-site inspection. In total, there are 36 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	65	7	35	0	0	0	0
The school keeps my child safe	15	75	5	25	0	0	0	0
My school informs me about my child's progress	13	65	7	35	0	0	0	0
My child is making enough progress at this school	12	60	8	40	0	0	0	0
The teaching is good at this school	15	75	3	15	0	0	0	0
The school helps me to support my child's learning	12	60	8	40	0	0	0	0
The school helps my child to have a healthy lifestyle	15	75	5	25	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)	13	65	5	25	0	0	0	0
The school meets my child's particular needs	15	75	5	25	0	0	0	0
The school deals effectively with unacceptable behaviour	12	60	7	35	1	5	0	0
The school takes account of my suggestions and concerns	14	70	6	30	0	0	0	0
The school is led and managed effectively	12	60	8	40	0	0	0	0
Overall, I am happy with my child's experience at this school	17	85	3	15	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



16 December 2010

Dear Pupils

**Inspection of Horton-In-Ribblesdale Church of England Voluntary Aided Primary School, Settle, BD24 0EX**

Thank you for the friendly welcome you gave me when I inspected your school. I enjoyed meeting you and seeing the many interesting things you do.

The inspection judges that your school is outstanding and that:

- your progress and achievement are outstanding
- staff make sure you are very safe in school and on educational visits
- your excellent behaviour contributes to the very friendly atmosphere in school
- the opportunity to work with pupils in the other confederation schools has enhanced the curriculum and extended your learning
- you enjoy school and learn a lot in lessons, as you indicated in your questionnaires
- the headteacher, staff and governors are working hard to help you do even better.

What I have asked your school to do now is to:

- improve the use of the outdoor area for children in Nursery and Reception and make sure planning always emphasises what they are to learn rather than what they are to do.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead Inspector

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