

# Richard Taylor Church of England Primary School

Bilton Lane, Harrogate, North Yorkshire, HG1 3DT

## Inspection dates

18–19 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is good and some is outstanding, therefore pupils make good progress and achieve well.
- Teachers ensure that pupils clearly know what they are learning. They provide the right level of challenge to enable them to learn well.
- Reading is taught well and helps pupils to develop high quality literacy skills.
- Behaviour and safety are outstanding. Pupils are extremely motivated and eager to learn. They say they feel safe in school. Attendance is above average as pupils enjoy coming to school. Older pupils say, 'I'm going to be really sad to leave. I belong here.'
- The knowledgeable and effective leadership of the headteacher is strongly supported by the deputy headteacher. They have successfully created a learning environment where pupils are empowered to give their views and opinions. This work has been acknowledged with the 'Investors in Pupils' award.
- Leaders, managers and governors are fully involved in improving pupils' achievement and the quality of teaching.
- The curriculum enriches the pupils' experiences and prepares them well for their next stage of education.
- Pupils' spiritual, moral, social and cultural development effectively promotes pupils' self-esteem.

### It is not yet an outstanding school because

- The outstanding practice that does exist is not fully shared or spread throughout the school.
- Children in the Early Years Foundation Stage do not always have free access to the outdoor area throughout the day.
- Teachers are more confident in planning to develop pupils' literacy skills through all subjects than in doing this for numeracy.
- Some subject leaders do not check fully on how well pupils are doing in their subjects.

## Information about this inspection

- Inspectors observed 17 lessons and observed nine teachers. Two lessons were observed jointly with the headteacher. Inspectors listened to pupils read and looked at pupils' work.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, a representative from the local authority, middle and senior leaders.
- Inspectors observed the school's work and looked at a range of documentation, including the school's self-evaluation, the school's improvement plan, data about pupils' progress and attainment, governing body minutes, local authority reports, safeguarding arrangements and documents relating to behaviour and attendance.
- Inspectors took account of 50 responses to the on-line (Parent View) survey, spoke to parents informally at the start of the school day and took account of the 21 staff questionnaires.

## Inspection team

Sharona Semlali, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Barbara Martin	Additional Inspector

## Full report

### Information about this school

- The school is slightly larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children in the care of the local authority and the children of service families) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club which is managed by a private provider and is, therefore, not included in this inspection.
- The school has received the Investors in Pupils award and the Sing Up (Gold).

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

- Raise the quality of teaching from good to outstanding so that pupils' achievement is outstanding by:
  - sharing and spreading the outstanding practice that already exists within the school
  - giving more opportunities for children in the Early Years Foundation Stage to access the outdoor learning environment throughout the day readily
  - supporting teachers to be more confident in planning more opportunities to develop pupils' numeracy skills in a range of subjects.
- Raise the effectiveness of leadership and management to outstanding by strengthening the role of some subject leaders so they are fully involved in checking how well pupils are doing in their subjects.

## Inspection judgements

### The achievement of pupils is good

- When children join the Early Years Foundation Stage their skills and abilities are similar to those expected for their age. They achieve well and start Year 1 with skills at and sometimes above those found nationally. Children make most progress in reading because this is effectively promoted right from the start of the day, where children sit together with their 'reading buddies' enjoying looking at books of their choice. However, children are not always able to choose for themselves when to learn inside or outdoors and this limits their independence.
- Pupils continue to build on their good achievements across the school. For several years, attainment by the end of Year 2 and Year 6 has been above average, with reading being the strongest area. Attainment declined slightly in 2012 but pupils made good progress from their starting points and more pupils attained the higher levels in mathematics and English than previously.
- In the phonics screening test (which checks how well pupils in Year 1 know the letters and the sounds they make), pupils achieved much higher results than pupils nationally. They are taught well about how to acquire their early reading skills and they enjoy reading regularly at home and at school. As their reading skills develop, pupils are effectively taught to use more advanced reading skills such as skimming, scanning and looking for meaning beyond the text.
- Literacy is promoted well across a range of subjects, particularly in writing where pupils are given stimulating opportunities to write for a real purpose. They thoroughly enjoyed, for example, writing articles for their own newspaper, 'The Taylor Times.'
- Pupils known to be eligible for pupil premium funding benefit from this extra support. For example, teaching assistants work with them in small groups and they have new books. All of this has contributed to them making good progress which is carefully monitored by the school. The achievement gap between these pupils and other groups is narrowing as a result.
- Disabled pupils and those who have special educational needs and the few known to be eligible for the pupil premium make good progress, similar to that of their peers. This is because leaders carefully monitor and review the small steps of progress made.

### The quality of teaching is good

- The quality of teaching is usually good and some is outstanding. However, this outstanding practice is not yet shared throughout the school to help staff develop their skills.
- In the good and outstanding lessons, teachers are very clear about how to help their pupils to progress quickly to the next level because they have very good subject knowledge. They creatively use notebooks, laptops and other modern technology to develop pupils' research and independent skills. They effectively use good questioning skills to stimulate pupils' thinking as was seen in a Year 2 lesson, where pupils were asked to look at three photographs and predict which was the most dangerous and why.
- Pupils are given quality time to reflect on their learning. This was seen in an outstanding Years 4/5 lesson where pupils were looking at 'personification' in order to create a persuasive brochure on their topic of space. They worked with a 'buddy' to assess their own work. They were given significant time to reflect and say what they had learned. This helped them to think more deeply about their learning.
- Teachers in most classes effectively use the classroom as a stimulus and a learning resource. An example of this was the way the high quality wall display was used in a Years 5/6 classroom, on the topic of 'The Titanic'. It helped to deepen pupils' historical knowledge and also stimulated their ideas for writing. For example, words and sentences used by pupils include 'opulent,' 'surmountable' and '...tunnels which belch black smoke...'
- In the Early Years Foundation Stage, teachers plan various activities which are carefully linked to children's interests. For example, there are good opportunities to play imaginatively with small-

world toys, make sheep from play dough and make presents in the stimulating 'Santa's Workshop'. However, adults do not offer children enough opportunities to choose to learn outdoors.

- Teaching assistants play an important part in most lessons and they are clear about their roles in supporting pupils to learn. They are particularly skilled at helping and supporting disabled pupils and those with special educational needs so that they have equal access to all aspects of the curriculum alongside their peers.

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

- The school is a warm, stimulating and thoughtful place where pupils are totally trusted to take on responsibilities around the school and make an excellent contribution to their community. For example, pupils in Years 4 and 5 are singing buddies to the younger ones and help them to sing nursery rhymes and traditional songs. A group of pupils is in the school choir and enjoys singing to a wider audience and in their local church. This has helped the school to win the 'Sing Up' award.
- Roles and responsibilities are taken seriously and maturely by the pupils. The Fairtrade Group helps to convey the importance of 'Fairtrade' to the younger children by using puppets. Other responsible roles include shed monitors, newspaper editors and 'buddies'. These all help pupils to become responsible citizens who proudly contribute to their school and local community.
- Pupils are exceptionally polite, friendly and courteous. They are extremely supportive of each other and get on well together. They collaborate efficiently in lessons and this contributes very well to the good progress they make.
- Pupils feel safe in the school. They are confident that any of their concerns will be quickly tackled and they always feel that they receive a fair hearing from trusted adults. Pupils are adamant that bullying is extremely rare and they have a clear understanding of its meaning. The school's documentation backs this up.
- A very large majority of parents who responded to the on-line survey (Parent View) and those who spoke to inspectors were very positive about the school and felt that their children enjoy coming to school. This is reflected in their above average attendance.

### **The leadership and management** are good

- The strong, purposeful and dedicated leadership of the headteacher has successfully created a climate where pupils enjoy learning and are empowered to make key decisions. The headteacher is supported by a very able deputy headteacher. Responses to the staff questionnaire show that staff are happy and enjoy working at the school.
- Leaders have been focusing on improving the quality of teaching and learning. The school's building has been creatively altered to reflect the changes in the curriculum. All staff receive training and have targets to improve their practice. Partnerships with other local schools are helping this process. Experienced teachers, who are specialists in a particular subject, coach and support others who are less confident.
- Decisions on teachers' salary progression are directly linked to their roles, responsibilities and pupil outcomes. Teachers know they are accountable for their pupils' progress.
- The headteacher regularly checks the quality of teaching. However, not all subject leaders fully participate in checking how well the pupils are doing in their subject and so they do not have a full picture of pupils' achievement in their area.
- Pupils' spiritual, moral, social and cultural development is supported well. For example, pupils are given a wide range of musical experiences such as playing a range of instruments. The school provides good opportunities for developing pupils' understanding of other cultures and lifestyles. A particular strength seen during the inspection is the journey of the 'Pasada Family'

moving between the different homes in the school during Advent.

- The curriculum helps pupils to develop their literacy and numeracy skills in other subjects, although teachers find it more challenging to plan to develop pupils' skills in numeracy across all subjects. The curriculum helps pupils to develop their business skills such as when the majority of the previous Year 6 pupils applied, and were interviewed, for different positions to help to run a book fair.
  - One of the ways that the school promotes equal opportunities for all is by making sure that all of the different 'pupil voice groups' contain both boys and girls. This is closely checked by the governor responsible for inclusion.
  - The local authority provides the school with basic support at least once a term. The school buys additional, effective support such as training for staff and governors.
  - **The governance of the school:**
    - Experienced governors make good use of their individual strengths. They have a good overview of the school because different governors frequently visit and check the school's work. All members have received plenty of training, including being trained to undertake the performance management of the headteacher. Governors have a clear understanding of data and use this knowledge well to challenge the leaders about the school's performance. The governing body has a good insight into the budget and is actively involved in the allocation of pupil premium funding. Governors have received the necessary safeguarding training. They ensure that all safeguarding policies and practices meet requirements.
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## 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

<b>Unique reference number</b>	121634
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	403474

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	D Sanderson
<b>Headteacher</b>	A Symonds
<b>Date of previous school inspection</b>	13 November 2007
<b>Telephone number</b>	01423 563078
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