

# Rillington Community Primary School

High Street, Rillington, Malton, North Yorkshire, YO17 8LA

**Inspection dates** 12–13 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching in Years 3 to 6 is not as good as it should be in literacy lessons.
- Older pupils do not read or write as well as they should.
- Literacy leaders do not give enough support and guidance to teachers to help them to accelerate pupils' progress in reading and writing.
- The governing body does not support or challenge the school sufficiently well. Governors are not focused on securing high achievement for all pupils.

### The school has the following strengths

- Children make rapid progress in the Nursery because they learn actively and independently.
- The reorganisation of Reception and Years 1 and 2 into a unit is working very well. Pupils make good progress in these classes as a result.
- Disabled pupils and those who are supported through school action plus or who have a statement of special educational needs make good progress.
- Pupils make good progress overall in mathematics.
- Behaviour is good. Pupils are keen to learn and they concentrate well in lessons. Older pupils willingly take on responsibilities around the school.
- Pupils feel safe. Their attendance is above average. They clearly enjoy coming to school and have good friends.
- The interim leadership team gives strong leadership to teaching. It gives teachers very good guidance on how to improve their practice. Teachers are keen to try new ideas.
- The school is improving rapidly under the interim leadership team.

## Information about this inspection

- The inspector observed 11 lessons or parts of lessons taught by seven teachers. The majority of these were dual observations with the acting headteacher.
- The inspector looked at pupils' English and mathematics books in Years 3, 4, 5 and 6 to check the standards of their work and how much progress pupils had made since the start of the academic year.
- She observed lessons in both key stages when pupils were taught how letters and sounds link together (phonics), and heard pupils from Year 2 read.
- In addition, a group of Year 6 pupils read some of their writing to the inspector. They talked about the books they liked to read and discussed what helped them to learn generally and what they found difficult.
- The inspector held meetings with a group of Year 6 pupils, the interim leadership team, staff, the English subject leader, and a representative from the local authority. She had a meeting with the Chair, the vice-chair and the former vice-chair of the Governing Body and an additional conversation with the Chair of the Governing Body.
- The inspector looked at a range of documentation supplied by the school. This included information relating to safeguarding, the school's evaluations of teaching, pupils' progress, the school development plan and the minutes of governing body meetings.
- The inspection took account of the 17 parents' views in the on-line questionnaire (Parent View), and one letter written by a parent.

## Inspection team

Lesley Clark, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average sized primary school.
- Most pupils are White British.
- The proportion of pupils eligible for the pupil premium (additional funding in this school for pupils known to be eligible for free school meals) is below average.
- An above-average proportion of pupils have a statement of special educational needs.
- The proportion of pupils supported through school action and school action plus is broadly average.
- The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.
- The headteacher left at the end of October 2012. The school has an interim leadership team until 31 August 2013. The deputy headteacher has the role of acting headteacher. The acting deputy headteacher has been seconded from another school within the local authority.
- One class is currently taught by a supply teacher covering a long-term sick leave.

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

- In order to improve the teaching of literacy in Years 3 to 6 and raise reading and writing standards in these year groups, teachers should:
  - make sure that lessons help pupils to learn new skills and to build on what they know and understand
  - make the teaching points of lessons clear
  - make sure that tasks are at the right level of difficulty for pupils' different needs
  - give pupils more time to work independently and collaboratively, ask questions and challenge themselves
  - teach pupils to skim read and scan text for information
  - teach pupils to write sentences that vary in length and use a wide range of punctuation
  - raise their expectations of pupils' handwriting and presentation
  - make sure that marking tells pupils precisely what they need to do to improve their writing
  - give pupils time to respond to comments and suggestions so that they learn from their mistakes.
- Ensure that literacy leaders give effective support and guidance to teachers on how to accelerate pupils' progress.
- Improve governance by ensuring that the governing body supports and challenges the school and focuses on securing high achievement for all pupils.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement overall requires improvement. The large majority of pupils make expected progress. A small minority make good progress but a small minority are receiving intensive support to help them to fill gaps in their learning. Attainment is broadly average by the end of Year 6.
- Some pupils who are eligible for the pupil premium do less well than other pupils. Their progress has accelerated over the past three months because they have skilled, individual tuition and extra support to help them to catch up but they still have gaps in their learning.
- Disabled pupils, those who are supported through school action plus and those who have a statement of special educational needs make good progress. They have extra help in lessons and are also taught specific skills individually. They achieve well because staff encourage them to try things out for themselves. This helps them to become confident learners.
- Children get off to a good start in the Nursery and Reception classes from their broadly average starting points. They quickly become engrossed in imaginative play because activities are designed to help them to learn through investigation and discovery. For example, Reception children worked out that it was best to build a boat near the bridge because they could transport the water and building blocks there.
- Progress in reading is beginning to accelerate following intensive teaching of phonics (how letters and sounds link together to form words). The more-able and average readers in Year 2, for example, read unfamiliar words such as 'handiwork' and 'fossil' because they had a sound grasp of phonics.
- Pupils in Years 3 to 6 make variable progress in reading. Some read avidly, for pleasure, but others are hampered by not being able to read quickly to extract information.
- Pupils in Years 1 and 2 make rapid progress in their writing skills. They work productively in groups, writing interesting and increasingly complex sentences, using words such as, 'The witch flew high...' as a starting point.
- It is a different picture in Years 3 to 6 where writing standards have not matched those in mathematics for the past five years. This is because pupils do not spell accurately, use a wide range of punctuation or vary the length of their sentences. The majority of pupils have a good knowledge of different genres and know which they prefer.
- Pupils make good progress overall in mathematics. The proportion of pupils meeting and exceeding expected levels increases each year.
- The school has tackled discrimination and equality of opportunity rigorously over the past three months but clearly there is more to do to ensure that all pupils make equally good progress over time.

### The quality of teaching

### requires improvement

- Teaching quality varies from outstanding to inadequate. It is consistently good or better in Nursery, Reception and in Years 1 and 2. In Years 3 to 6, teaching is weaker in literacy than in mathematics.
- Nursery and Reception staff question well and ensure that children learn through problem-solving. The balance between adult-led and child-led activities is just right. Tasks challenge the children and so they learn rapidly.
- The best teaching ensures that tasks exactly match pupils' learning needs. In these lessons, pupils work productively in groups on thought-provoking tasks that challenge them to think for themselves and, as a result, learn at a fast pace.
- Staff give skilled support to disabled pupils and those with special educational needs. They

provide step-by-step instruction but also expect them to work alongside others. This develops pupils' independence as well as their skills.

- Where teaching is good, teachers give clear instructions so pupils know exactly what they are going to learn. Lessons are well-timed and paced and pupils have ample time to work independently. In one lesson, for example, older pupils swiftly learnt different ways of solving mathematical problems as one member from each group explained their method to the others and they debated its merits.
- In less effective lessons, teachers give pupils relatively few opportunities to ask questions and to challenge themselves. Teachers do not use assessments of what pupils understand already to guide them as to what to teach next. Consequently, pupils spell erratically and use a limited range of punctuation.
- Where teaching is inadequate, pupils tend to do the same work. Consequently, teachers spend much of the lesson helping different pupils as they either struggle or find the work too easy. This slows pupils' progress.
- The recently restructured 'guided reading' lessons are helping teachers to teach reading more effectively. Sometimes, however, pupils write more than they read in these lessons. Older pupils are not taught specific skills such as skim reading.
- Teachers do not have high enough expectations of pupils' handwriting and presentation in Years 3 to 6. Consequently, much of pupils' written work is marred by scruffy crossings out or poor letter formation. Presentation in mathematics is equally variable.
- Marking does not always tell pupils precisely what they need to do to improve their writing. For example, pupils were told, 'It's just lacking the final wow factor.' but they were not told how to achieve it.
- Pupils rarely have time to respond to teachers' comments and suggestions and so they have limited opportunities to learn from their mistakes or to practise new skills.
- When pupils read each other's writing they make helpful, sensible comments which they then act on.

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

- Pupils behave well in lessons. They listen attentively and are keen to answer questions. When teaching points are unclear they sensibly ask questions to clarify what they are learning.
- When given the opportunity, pupils work well in groups. They enjoy discussing ideas with a partner and challenging each other.
- Pupils are more proud of their work in mathematics than in literacy. They are aware that their handwriting is not very neat and that they make a lot of mistakes. One of the things they would like to change is, 'English, make it more fun and exciting.'
- Pupils readily take on responsibilities around the school such as answering the telephone, setting up the hall for assemblies and sports leadership. Year 6 pupils are keen for more, saying, 'We don't get enough responsibility for being Year 6.' School council members are eager for their suggested improvements to happen instantly.
- Safety awareness is good. Older pupils joke that the school, 'feels a bit like a prison' with its new fencing and stricter rules, though they appreciate why these are needed. They know about e-safety and have a good understanding of the different types of bullying.
- Pupils are sure that there is very little bullying in their school. They admit, 'there is a bit of fighting and name-calling', but they are adamant that there is no racist behaviour and they do not call people 'gay'. They rate behaviour as, 'generally good'. The school's incident and behavioural records confirm their views.
- Pupils are very fair-minded. They are aware of their rights and fearlessly point these out if, for example, someone attempts to talk over them. They are clearly good friends and enjoy being together.

- Attendance is above average and pupils arrive punctually to school.

## **The leadership and management** requires improvement

- Strong leadership by the interim leadership team has led to many changes and rapid improvement in a very short space of time. It is a measure of the interim leadership's efficiency, resilience and unwavering focus on high achievement that so much has been accomplished so soon.
- Improvements so far include: merging the provision for Reception children and Key Stage 1 pupils to improve the quality of education; restructuring 'guided reading' across the school; sharper tracking of pupils' progress; more support for pupil premium pupils; rigorous performance management; stringent checks on teaching quality; and ensuring policies, including safeguarding arrangements, are up-to-date and meet statutory requirements.
- Over the past year, the support from the local authority has moved from basic to intensive support. The local authority was instrumental in establishing the interim leadership team and supporting the school initially through a period of change.
- The local authority confirms that it supports rather than leads the school's current developments because this team knows exactly what it is trying to achieve and how it is going to do it. Development planning is a strength and clearly effective at driving improvements at a fast rate.
- The school has an accurate perception of its strengths and weaknesses. Strong leadership of teaching, including mentoring, coaching and support is leading to changes in the way that staff teach.
- The interim leadership team has begun work on improving reading and writing standards. It has introduced phonics teaching into Key Stage 2 to help pupils to spell more accurately and 'writer of the week' to promote good writing. It is well aware that there is more to do to strengthen both the teaching and the leadership of reading and writing.
- Teachers now have clear information about pupils' progress over time because the assessment systems are sharper. This means they know which pupils are underachieving and who needs extra help in order to catch up. Regular meetings ensure that teachers have to account for the progress their pupils make.
- Performance management is now rigorous. Teachers' targets are closely linked to those in the school development plan as well as to their own professional development.
- **The governance of the school:**
  - The governing body has been slow to tackle the school's underperformance. It has not had a clear idea of its roles and responsibilities until recently. It does not challenge and support the school effectively. The local authority has supported the governors extensively during this transitional period. Governors appreciate the information that the acting headteacher provides for them and from this some are gaining a good understanding of data and how it relates to pupils' progress. However, not all governors have taken advantage of the training offered by the local authority. This reduces their capacity to systematically challenge and support senior leaders, ensure efficient managing of resources such as the pupil premium funding and to ensure that staff and resources are deployed to the benefit of all groups of pupils.

## 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>	121458
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	402024

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kerry Caffrey
<b>Headteacher</b>	Janette Wilkinson (Acting Headteacher)
<b>Date of previous school inspection</b>	7 January 2010
<b>Telephone number</b>	01944 758402
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