

# Rathmell CofE VA Primary School

Hesley Lane, Rathmell, Settle, North Yorkshire, BD24 0LA

**Inspection date** 26 June 2013

<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

- Pupils make good progress and achieve well throughout the school. Standards in English and mathematics are rising and by the time they leave Year 6 pupils are well-prepared for secondary education.
- The quality of teaching is good and sometimes outstanding. Pupils work hard because the learning is made exciting.
- High levels of care and excellent spiritual, moral, social and cultural development contribute to outstanding behaviour and safety.
- The headteacher is very effective in identifying weaknesses and implementing change to remedy them. As a result, achievement and teaching are improving. This is a better school than it was at the time of the last inspection.
- Governance is good and provides effective support and challenge to the school to improve further. Governors visit the school regularly and so gain first-hand knowledge of the quality of teaching and how well pupils are achieving.

### It is not yet an outstanding school because

- Progress in mathematics is not as good as in English. Pupils are not yet skilled enough in solving mathematical problems or using and applying their mathematical knowledge in other subjects.
- In some lessons the work provided is not hard enough for the more-able pupils.

## Information about this inspection

- The inspectors visited seven lessons, made a number of brief visits to lessons and heard some pupils read.
- Meetings were held with the headteacher and other members of staff, members of the governing body and a representative of the local authority.
- The inspectors observed the school's work. They examined the school's improvement plans, self-evaluation, safeguarding arrangements, health and safety and behaviour logs, school policies and a wide range of pupils' work.
- The inspectors took account of 16 responses to the on-line questionnaire (Parent View) as well as written responses from parents.
- The inspectors also analysed six returns by staff to the inspection questionnaire.

## Inspection team

Mike Hewlett, Lead inspector	Additional Inspector
Sharon Lambert	Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary.
- There are two mixed-aged classes. Class 1 caters for pupils aged five to seven (Reception and Key Stage 1) and Class 2 for pupils aged seven to eleven (Key Stage 2).
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for children in local authority care, children from service families and those known to be eligible for free school meals).
- Pupil mobility is above the national average and more children leave or join the school midway through their primary education than is typical.
- The overwhelming majority of pupils are White British and none speak English as an additional language. The proportion of disabled pupils and those who have special educational needs, supported through school action, is above average. The proportion of pupils supported at school action plus or who have a statement of special education needs is broadly average.
- Recently, schools in the area have been subject to reorganisation, moving from a three-tier to a two-tier system (primary and secondary). Previously, pupils left Rathmell School at the end of Year 5 to join a middle school. The current Year 6 cohort is the school's first and so the school has not been subject in the past to the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

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

- Raise achievement in mathematics by teachers providing pupils with more opportunities to solve problems and to use and apply their mathematical knowledge and skills in other subjects.
- Improve the quality of teaching to outstanding by ensuring that more-able pupils are always sufficiently challenged.

## Inspection judgements

### The achievement of pupils

**is good**

- Children start in the Reception class with skills and abilities that are below those typical for children of their age. They develop good personal and social skills, a secure understanding of reading, writing and mathematics and the confidence to make decisions and work with others. By the start of Year 1, standards are average.
- From their individual starting points, pupils' progress between Years 1 and 6 is good with almost all pupils making the expected progress and an increasing proportion making more than expected progress. Progress is more rapid in reading and writing than in mathematics. Although pupils have good skills to solve number problems accurately, they are less secure in applying these skills to solve mathematical problems or in using their mathematical knowledge in other areas of the curriculum.
- Pupils achieve well in reading. Pupils' performance in the 2012 phonics (linking sounds and letters) screening check at the end of Year 1 was broadly in line with that in other schools nationally. Current information indicates that pupils in Year 1 now have an even better level of phonics knowledge due to the well-judged interventions offered by the staff. The standard of reading in both Key Stage 1 and Key Stage 2 is now above average as a result of a stronger focus on the development of reading across the school. Pupils enjoy reading and can talk confidently about the books they have read.
- However, caution is needed when considering test results as the number of pupils in each year group is very small and each child represents a high percentage. In addition, the significant numbers of pupils joining the school mid-key stage make comparisons between year groups and key stages less meaningful than in larger schools.
- The school's own tracking system provides an accurate picture of individual pupil progress from each pupil's starting point. It confirms the positive picture of pupil progress described throughout the report.
- The school successfully adopts an inclusive approach. Disabled pupils and those with special educational needs make good progress in both English and mathematics and they achieve as well as other groups in the school. There is no significant difference year on year between the performance of boys and girls. Equality of opportunity is promoted very effectively.
- Pupils supported by pupil premium, including those known to be eligible for free school meals, make similar progress to that of their peers. The school has managed the use of funding well to ensure that these pupils make as much progress as they can, through providing additional support.

### The quality of teaching

**is good**

- Teaching is good with some that is outstanding. Excellent teamwork between teachers and a skilled team of teaching assistants ensures that pupils' needs are met and that there is a positive climate for learning.
- High quality teaching engages pupils' interest and keeps them actively involved. 'Learning is fun in our school....but we work very hard', is typical of the comments made by pupils. There is a genuine buzz of excitement in many of the lessons where pupils of all ages are encouraged to engage in role play and drama as they share their thoughts with their classmates. For example, Key Stage 2 pupils acted out some of their feelings and emotions that emerged from listening to war poems. This added to their deeper understanding and they started to realise just how much impact that their well-chosen words could have.
- Lessons are planned very well. Teachers' good subject knowledge especially in areas such as reading, writing, communication and mathematics enables them to explain new learning and extend pupils' understanding very effectively. Well-developed questioning skills are used by teachers and assistants to help overcome any misconception that arise in the lesson and re-

direct pupils' learning.

- Throughout the school, there is an accurate match of tasks set to meet the needs of individual pupils. Just occasionally, work set for more-able pupils is too easy as, for example, in an English lesson where Year 2 pupils were asked to make a list of verbs associated with senses. On reflection, the teacher recognised that there was insufficient challenge in this task for the more-able members of the group.
- Day-to-day assessments are used extremely well to plan future work for individual pupils and groups. The quality of marking and feedback are also effective and pupils are encouraged to respond to the feedback. Discussions with pupils and scrutiny of their workbooks confirm that they have a good understanding of how well they are doing and what they need to do to improve still further.
- Teachers and assistants use a wide range of effective teaching strategies, including intervention groups and home/school liaison books, to maximise pupils' learning and involve parents in school related activities.

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

- Pupils enjoy school, are immensely proud of it and identified little they would change. One pupil summed up their opinions by saying, 'Our school is only small but it's like having one big happy family.'
- Pupils are exceptionally well-behaved in lessons and around the school and are very polite and well-mannered towards each other and to adults and visitors.
- Excellent attitudes to learning contribute greatly to achievement. Pupils are naturally curious and enjoy taking on new ideas and learning new skills.
- Pupils say they feel safe in school because adults look after them so well. Pupils are aware of different types of bullying, including name-calling and cyber-bullying and report that incidents are rare. Pupils are clear about how to keep themselves safe in school and outside. For example, pupils understand about road safety and older pupils talk with great maturity of the dangers of riding their bikes on the narrow country lanes near the school.
- Older pupils enjoy playing with and looking after younger children. They take on a wide range of responsibilities around the school and pupils feel their views are not only valued but also acted on. The school council helps to organise events and is consulted on how funding for new play equipment should be spent.
- The responses to Parent View and to the parental survey carried out by the school indicate that the overwhelming majority of parents agree that their children are very safe at school and are exceptionally well-cared for.
- Attendance has a high profile and is above the national average.

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

- A warm, caring and welcoming ethos exists where adults ensure that pupils are known as individuals and are treated equally. The school is highly valued by parents. All those consulted agree the school is led and managed well and would recommend it to other parents.
- The headteacher provides strong leadership and is determined to improve the school. Other leaders and staff share her high ambitions for the school and work closely as a team to make further improvements.
- The school evaluates its performance thoroughly. Actions to resolve concerns have led to good improvement since the last inspection. Leaders have a good understanding about how much progress pupils are making through regular 'pupil progress' meetings and teachers are held accountable for pupils' achievement. The performance of staff is monitored closely and, where training and support is required, the school is quick to act on this. For example, improvements in the teaching of literacy have resulted from training sessions undertaken with a local cluster of

schools. Teachers have targets based on their performance and pupils' progress and clear links exist between successful outcomes and teachers' pay awards.

- The school improvement plan identifies ambitious but realistic targets. All staff and governors were involved in creating the plan which identifies the right priorities, actions and timescales. Areas for improvement identified at the last inspection have been tackled effectively and the school's self-evaluation is an accurate reflection of the school's current position.
- The school promotes equality of opportunity well and tackles discrimination by ensuring that all pupils have the opportunity to succeed and have their views taken into account. The headteacher and staff work hard to involve parents in the work of the school and ensures that they receive regular information on how well their children are learning.
- The curriculum is carefully planned in most areas and themes such as the 'Plight of Evacuees' capture pupils' imagination. However, there are too few planned opportunities for pupils to use and apply their mathematical skills in other curriculum subjects. Pupils learn from the wealth of visits, residential trips and visitors and the school takes full advantage of its rural location to make outdoor learning practical and exciting. There are well-established links with a school in Bradford and one in China, each providing a stark contrast with the environment found in Rathmell. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through these many and varied curriculum links.
- The local authority is supporting the school well, especially during the time of change with the introduction of Year 6 pupils into the school for the first time. It has an accurate understanding of the school's needs and offers effective advice.
- **The governance of the school:**
  - Governors are well-informed about all aspects of the school through detailed and comprehensive reports from the headteacher. They visit regularly, provide good support and challenge for school leaders and ask pertinent questions about pupil progress and staff deployment. Governors have a good grasp of the school's data, are actively involved in deciding how the pupil premium is spent and understand the impact of that funding on outcomes for these pupils. Governors have ensured that safeguarding systems are rigorous and that they meet all current regulatory requirements. The governing body has been effective in overseeing the arrangements relating teachers' pay to their performance.

## 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>	121633
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	412592

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>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracey Snowdon
<b>Headteacher</b>	Christine Boxall
<b>Date of previous school inspection</b>	9 February 2009
<b>Telephone number</b>	01729 840360
<b>Fax number</b>	Not applicable
<b>Email address</b>	headteacher@rathmell.n-yorks.sch.uk



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