

Ripon, Greystone Community Primary School

Quarry Moor Lane, Ripon, North Yorkshire, HG4 1RW

Inspection dates 4–5 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Some groups of pupils are not making enough progress to reach the standards expected of them in English and mathematics.
- Not enough teaching is consistently good and at times, the work pupils are asked to do does not fully match their abilities.
- In lessons, teachers do not check pupils' work often enough to make sure good progress is being made by all pupils.
- Pupils are content to follow routines in lessons but are not always keen and eager to learn. Their behaviour does not always make a strong contribution to learning.
- Leaders, managers, and governors have not improved the quality of teaching or pupils' achievement so that it is consistently good in all year groups.
- Leaders and managers at all levels do not use all the information available to them to check on the achievement of all groups of pupils to ensure that none are falling behind.
- When planning for improvement leaders and managers are not always clear about how they will recognise whether their actions have been successful in improving teaching and achievement.

The school has the following strengths

- Some teaching is good and results in pupils making good progress and learning well.
- Pupils say they feel safe, they are well looked after and enjoy school. Most parents agree that this is the case.
- Good links with parents are developing well, especially in the Nursery class. This is encouraging parents to become more involved in their children's learning.

Information about this inspection

- Inspectors observed 16 lessons taught by seven teachers. They also observed some volunteers and teaching assistants supporting pupils' reading. One joint observation was undertaken with the headteacher.
- Inspectors spoke to two groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school's review of its performance, its development plan, safeguarding information, school policies and governing body minutes of meetings.
- The inspectors analysed 32 responses to the on-line parent questionnaire (Parent View). They also analysed parents' responses to a school questionnaire.
- The views of 13 staff who returned questionnaires were taken into account.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Pauline Pitman

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Most pupils are White British. With few exceptions, pupils speak English as their first language.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational need is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds the Dyslexia Quality Mark and the North Yorkshire Inclusion Mark.
- The Chair of the Governing Body and the headteacher have been appointed since the last inspection.
- There have been significant changes in the teaching staff since the last inspection. Many classes have been taught by temporary teachers for extended periods of time. In September 2012, an assistant headteacher was appointed.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better so pupils' achievements are securely good or better in both English and mathematics by ensuring that all teachers:
 - set work that is directly matched to pupils' different needs and abilities
 - check pupils' work more often during lessons to see if they are making good or better progress
 - plan for, and expect, greater involvement from all pupils in lessons to develop better attitudes towards learning and more consistently good behaviour
 - provide more opportunities for pupils to use their mathematical skills in other subjects
 - provide more opportunities for pupils to write at length in all of their subjects and to have time to check and edit their work.
- Increase the impact of leadership and management by:
 - ensuring staff focus on information on the progress of groups of pupils, particularly those eligible for the pupil premium and those with special educational needs, to check that none are falling behind
 - raising expectations for all groups of pupils by setting more challenging targets and checking more closely that these are improving rates of achievement
 - making sure that the measures used to judge success of planned actions to improve teaching and achievement are clear and are closely linked to rates of pupils' learning and progress.

Inspection judgements

The achievement of pupils

requires improvement

- The Nursery and Reception classrooms and outside learning areas provide children with a stimulating environment in which to learn. Most children start school with skills that are well below those typical for their age. Their skills vary considerably and some are exceptionally low. In the Nursery class, children are curious and develop their language and social skills well. They do well in the Early Years Foundation Stage, although their skills are below average or well below average when they enter Key Stage 1.
- Standards at the end of Key Stage 1 are below average and have been for the past three years. There have been some improvements, especially in reading.
- Pupils at the end of Year 6 in 2012 started Key Stage 2 with standards that were well below average. Overall, they made good progress throughout Key Stage 2 in English and most made the progress expected of them in mathematics. However, their standards in both English and mathematics remained below average.
- Pupils' current attainment shows that standards in mathematics will be broadly average but will remain below average in English by the end of Year 6.
- The rate of pupils' progress throughout the school varies and depends on the quality of teaching. Pupils make most progress in Years 5 and 6. Not enough pupils are making consistently good progress throughout the school. As a result, they do not achieve as well as they could. The inspector observed these variations in progress through lesson observations and through an analysis of work in pupils' books.
- Disabled pupils and those with special educational needs make less progress and achieve less well than others in school. The school's information for those leaving Year 6 in 2013 indicates that their attainment will continue to remain below other pupils in school and below similar pupils nationally.
- The attainment of pupils eligible for the pupil premium was well behind other pupils in 2012. The gaps in attainment have closed considerably in 2013 although eligible pupils will still be two terms behind in English and over a term behind in mathematics. Their attainment is below similar pupils nationally.
- Pupils are beginning to read more widely because the school has purchased a good range of books to meet their interests. In the most recent screening check for reading at the end of Year 1, pupils' skills were below those expected nationally. Most pupils use letters and sounds to help them read unfamiliar words, but they do not always fully understand what they are reading. The school is aware of this issue, and has promoted reading at home with parents and given pupils' additional support in school. The school has provided training to all staff and volunteers in the use of letters and sounds to read words (phonics) and this is helping pupils to read better.

The quality of teaching

requires improvement

- The quality of teaching is variable. Some teaching is good and pupils learn well but much requires improvement.
- Teachers do not always set suitable work to match pupils' different needs and abilities. Too often work is the same for all pupils with a 'one-size-fits-all' approach. When this occurs, some pupils find the work too easy while others have difficulty in understanding what it is they should be doing.
- In too many lessons, teachers do not check pupils' work often enough to be able to support them to make better progress. Only in the best lessons do teachers make frequent checks on how well pupils are doing and adjust their teaching to ensure that all pupils make good progress.
- Too often, teachers require pupils to spend too long listening to them and do not plan to actively involve pupils soon enough in their learning. On these occasions, teachers do not expect all pupils to respond to questions and many sit quietly and some lose concentration. Pupils work

well together when there is a swift start to lessons and high expectations from the teacher. In Year 4 and 5, pupils worked to analyse the characters in a poem, *The Highwayman*, as the teacher gave a swift explanation and had planned exciting and interesting activities for pupils to work together. In this lesson, pupils made good progress.

- An analysis of pupils' work showed that there are too few opportunities for pupils to use mathematics in other subjects. It also showed that opportunities for writing at length, in subjects other than English, are limited in some classes. When opportunities to write at length are provided, pupils are not given time to edit and improve their work to develop the 'finished article'. This prevents pupils developing the highest quality work and limits their writing skills.
- Good relationships and the way teachers use praise and rewards help pupils to cooperate well with adults in class.
- Teaching assistants are well respected by pupils for the help and support they give them. However, teachers do not always check well enough on the progress of pupils in the care of teaching assistants to ensure that it is strong enough.
- Where teaching enables pupils to make good progress, it is characterised by: high expectations of what pupils can achieve, including those who have special educational needs and those supported by the pupil premium; planned activities are exciting and interest pupils so they all engage with their work and have good opportunities to work together; checking work regularly during the lesson to ensure all pupils make good progress.

The behaviour and safety of pupils

requires improvement

- Pupils listen well to their teachers and cooperate well in lessons. However, they are not always keen and eager to learn. Some pupils are not keen to answer questions. Some do not always let the teacher know that they have completed tasks and others do not let the teacher know that they do not understand the tasks set. These attitudes slow the pace of learning and are not helping pupils to learn well.
- Attendance improved in 2012 and was average. However, this improvement has not been maintained in the current year and attendance has fallen to below average. The school is aware of this issue and is promoting good attendance through celebration assemblies each week where class attendance is rewarded. The school is working closely with the education welfare officer to reduce the number of long-term absences.
- Pupils are polite and courteous with adults and they treat each other with respect. They say that behaviour is generally good. They play well together at breaks and lunchtime using the play equipment purchased by the school. Pupils are proud of the responsibility they have been given as 'playground pals' or 'buddies' to help out if other pupils have problems at break or lunchtime.
- Pupils say they feel safe in school as their 'teachers are always there if needed'. They have a good understanding of internet safety and explain clearly how the school uses a 'dolphin symbol' on its computer screens to prevent risky sites being seen.
- Pupils have a good awareness of different forms of bullying and say that teachers take appropriate action on the few occasions when it occurs.
- Pupils say they enjoy school as they are well cared for by their teachers. Most parents who responded to Parent View believe that their children feel safe at school and most believe that pupils are well behaved.

The leadership and management

requires improvement

- The headteacher has a clear view about how successful the school can be. He has shown great determination in attempting to maintain effective teaching through a period of staffing difficulties. However, he has not driven forward improvements effectively. The appointment of an assistant headteacher in September 2012 has improved the leadership team's ability to make improvements.

- The leadership team have an accurate view of the school's strengths and areas for improvement. The school's plan for improvement correctly indicates the main priorities. However, measures to judge the success of planned actions do not focus sufficiently clearly on whether actions will improve pupils' achievement and the quality of teaching, thus contributing well to the leaders' understanding of how well the school is doing.
- The leadership team regularly checks the quality of teaching across the school. The assistant headteacher provides support and development to improve the quality of teaching when it is found not to be good.
- A much improved system for checking pupils' progress is being introduced but it is not yet used skilfully by leaders and managers to identify all of the pupils who are falling behind. Leaders and managers are not yet identifying sufficiently challenging targets for all groups of pupils, particularly those with special educational needs and those who are eligible for the pupil premium.
- Performance management of teachers is robust and clearly identifies the skills they need to improve to raise pupils' achievement. The professional development programme includes training for teaching assistants. This is a good example of the school's commitment to ensure equality of opportunity for all pupils.
- The new curriculum offers exciting opportunities for pupils to link educational visits to their work in class. Nursery class children visited a miniature railway to help them understand more about trains when studying transport. Older pupils studying 'The Wonderful World' deepened their understanding of other cultures. This provision, along with children's love of singing, art and music, contributes well to pupils' spiritual, moral, social and cultural development.
- The school is promoting strong links with parents so they can be more involved in their child's education. Right from the start, parents are encouraged to spend time in the nursery to see the work children are doing and in later years some parents volunteer to listen to pupils reading.
- More recently, the local authority has provided more support for the headteacher, having recognised the management issues involved with the staffing changes. In the past, the local authority helped the school to improve its assessment of children's work in the Reception class and in Year 1. However, during the past two years it has not provided support with subjects to help the headteacher drive forward the quality of teaching and learning.
- **The governance of the school:**
 - The governing body is keen and enthusiastic to ensure it fulfils its duties well. Governors have a good understanding of how to use information about the school's performance. However, they do not yet challenge the headteacher sufficiently well about the achievements of all groups of pupils. Governors are getting to know the school well, particularly the new Chair of the Governing Body who has regular meetings with the headteacher and also supports pupils' reading. Governors receive regular reports from the headteacher about the quality of teaching. They understand fully the arrangements for performance management and its link with teachers' salary progression. The governing body has a firm grip on the school's finances, including how the pupil premium is used. They ensure that safeguarding arrangements securely meet requirements and support the strong processes used by the school to protect pupils from harm.

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

Unique reference number	121442
Local authority	North Yorkshire
Inspection number	412973

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	William Swan
Headteacher	Anthony Keane
Date of previous school inspection	7 October 2008
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