

# St Cuthbert's Church of England Primary School, Pateley Bridge

King Street, Pateley Bridge, Harrogate, North Yorkshire, HG3 5LE

## Inspection dates

10 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Most pupils learn well and attain above-average standards in reading, writing and mathematics by the end of Year 6. Since the previous inspection the rates of progress made by pupils have increased and they are now good in most years. As a result, pupils now leave the school well equipped to continue their education.
- Children who are behind with their reading, writing and numeracy skills when they start school catch up quickly in the Early Years Foundation Stage. They make increasingly good progress because of effective teaching and stimulating experiences.
- Pupils with special educational needs make the same rates of progress as other pupils due to well-targeted support.
- Teaching across the school is usually good. Most lessons are interesting and include activities that reflect everyday experiences.
- Pupils are proud of their school and attend regularly. They say that they feel safe and exceptionally well looked after. Their behaviour is outstanding. They show excellent respect for each other and enjoy welcoming visitors to school. All are highly enthusiastic about their own learning and take pleasure in the regular opportunities to collaborate with their peers.
- The headteacher is a highly effective leader who has brought about significant improvement in all aspects of the school's work since the last inspection. Staff morale is high and all adults exude high expectations. The curriculum is vibrant. It provides many varied and stimulating experiences for all learners.
- Governors play their part in raising standards. They are confident in analysing all information and in holding the headteacher rigorously to account.

### It is not yet an outstanding school because

- Not all pupils make good enough progress across Key Stage 1 or attain high enough standards, particularly in writing, by the end of Year 2.
- In some lessons teachers do not check carefully enough the understanding of all pupils. On occasion, some teachers are not quick enough to meet individual pupils' changing needs.

## Information about this inspection

- Inspectors observed seven lessons and conducted a general learning walk through all classes.
- Inspectors looked at pupils' work and heard pupils from Years 2 and 6 read.
- Inspectors observed pupils at play, moving around the school and at lunchtime, and met with representative samples of pupils from Years 3 to 6.
- Inspectors met with staff, members of the governing body and a representative from the local authority.
- A number of documents were analysed, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Inspectors took into account 10 staff questionnaires and 31 responses to the online questionnaire (Parent View).

## Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than an average-sized primary school. There are mixed-age classes in the Early Years Foundation Stage and Year 1, in Years 3 and 4, and in Years 5 and 6.
- The great majority of pupils are of White British heritage. There are very few from minority ethnic groups and none for whom English is an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below the national 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 that are looked after by the local authority.)
- A well-below-average proportion of pupils with special educational needs are supported through school action. The proportion supported at school action plus, or with a statement of special educational needs, is slightly higher than in most primary schools. There are no disabled pupils.
- The school meets the government's current floor standards which are the minimum expectation for pupils' attainment and progress.
- Since the last inspection there have been several changes in staffing and a new Chair of the Governing Body is in place.

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

- Improve teaching so that it is consistently good across all years, and more is outstanding, by ensuring that all teachers:
  - systematically check all pupils' understanding in all lessons
  - are flexible in adapting planned activities and experiences to meet learners' emerging needs so that all are constantly challenged and learn exceptionally well
  - check regularly the impact of support provided by teaching assistants.
- Accelerate pupils' progress across Key Stage 1, particularly in writing, by ensuring that:
  - leaders provide clearer feedback to teachers about how their teaching has an impact on the quality of all pupils' learning and the progress that they make
  - all pupils are challenged in lessons to organise and sequence ideas into clear sentences, use wider-ranging vocabulary and adapt more skilfully the texts they read as models for their own writing.

## Inspection judgments

### The achievement of pupils is good

- Most children start the Early Years Foundation Stage with skills that are below those expected for their age. Some have low reading, writing and mathematical competencies. Rates of progress have improved since the last inspection and are now good. This is due to consistently good, and some outstanding, teaching. For example, children revelled in learning about sequencing instructions to make a Spanish cheese and tomato baguette. As a consequence, most pupils now join Year 1 working at national expectations, and some beyond this.
- Standards by the end of Year 2 have risen recently and are now just above average. These outcomes represent only expected rates of progress, especially in writing, on the part of many pupils. This is because teaching does not challenge sufficiently all learners to express their ideas clearly, use ambitious vocabulary or draw on the texts they read to help shape their own writing. School leaders' feedback to teachers does not always explain clearly the impact of teaching on the quality of pupils' learning and their achievement.
- Standards by the end of Year 6 have risen significantly since the previous inspection, as was evident in Year 6 lessons and pupils' work. They are now securely above average in English and mathematics. Overall progress across Years 1 to 6 is, consequently, good.
- The regular sounding and spelling of common words, real-life contexts for learning and opportunities for pupils to explore and share ideas motivate learners to make good progress. They achieve well in reading because they are encouraged to read often to their peers and teacher, and take every opportunity to read at home.
- The small number of pupils known to be eligible for free school meals make similar rates of progress to their peers in English and in mathematics. Pupil premium funding is used wisely to make sure individual pupils receive continuously well-targeted support.
- For example, the school has increased teaching assistant time to provide small-group and one-to-one teaching. In addition, a range of enrichment experiences is helping to raise the confidence and self-esteem of individual pupils. These initiatives help to sustain the very close average points scores in reading, writing and mathematics between pupils known to be eligible for free school meals and their peers. This demonstrates the school's effective promotion of equality of opportunity.
- Pupils who have special educational needs and the few from minority ethnic backgrounds make good progress. This is because of well-targeted activities to develop key literacy and calculation skills.

### The quality of teaching is good

- Teaching has improved since the previous inspection and is now good. As a result, large proportions of pupils make good progress overall and achieve well.
- Teaching has particularly improved in the Early Years Foundation Stage. Here it is increasingly stimulating, activities are progressively matched to children's needs and adults carefully use their checking of children's progress to plan for subsequent experiences, both indoors and outdoors.
- Most teachers plan meaningful and relevant activities that motivate most learners. The vast majority of teachers have high expectations and promote regular opportunities for pupils to think for themselves. As a result, they enjoy their learning. 'Real-life' contexts for learning inspire pupils in all years. For example, Year 5 and 6 pupils were engrossed in exploring imaginative vocabulary to capture pictures of the sea, enthused by photographs of the English coastline.
- In the most effective lessons teachers routinely check pupils' understanding, adapting activities appropriately to have a positive impact on the quality of learning.
- In some lessons not enough care is taken to check all pupils' achievements. This results in activities that are not always adapted to meet pupils' changing needs. As a consequence, some

pupils are provided with the same work, regardless of ability, or are left too long working on the same task. Both instances lead to insufficient challenge and progress. This is especially the case in some Key Stage 1 lessons.

- Teaching assistants usually support low-attaining pupils and those with special educational needs well, both in and out of lessons. Some teachers do not always communicate effectively with teaching assistants in order to ensure that they provide sufficient opportunities for individual pupils to gain confidence in learning independently.

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

- Pupils' behaviour is exemplary around the school and in most lessons. The vast majority display outstanding attitudes to their learning, even when teaching does not necessarily challenge them to the full. On the whole, they show an eagerness to engage in the planned activities and experiences.
- Around the school pupils behave exceptionally well towards each other. They are extremely polite and courteous to adults and visitors. Scrutiny of behavioural records shows that behaviour is outstanding over time.
- Parents are unreservedly positive about their children's attitudes towards school and say how much they enjoy their learning. Attendance is generally above average. Pupils say they enjoy coming to school because they like their lessons, appreciate the huge range of clubs and visits, and because everyone is friendly all the time.
- Pupils have an excellent awareness of potentially unsafe situations and are confident in dealing with them. They are assured in talking about cyber- and homophobic bullying. Through their roles as school councillors, buddies, members of the school's health and safety, and worship committees they take active steps to ensure that bullying does not happen in school.
- Teachers and assistants secure very effectively the well-being of pupils whose circumstances may render them vulnerable. Pupils say they feel very safe in school and that adults are always there for them.

### **The leadership and management are outstanding**

- The headteacher is hugely aspirational on the part of all pupils and inspires all staff to set high expectations. Since the last inspection she has raised pupils' standards in reading, writing and mathematics, enhanced substantially the provision in the Early Years Foundation Stage and raised the overall quality of teaching throughout the school. All these improvements have been made despite changes in staffing.
- Staff morale is high. All adults are fully committed to raising achievement further, so that all pupils can make outstanding progress.
- New tracking systems have brought about reliable and precise information about pupils' progress. Key leaders and managers use these effectively to pinpoint individual pupils' underachievement and to challenge teachers about the impact of their work.
- Performance management of staff is particularly well organised with careful identification of individuals' needs and support, and evaluation of the impact of training. The headteacher makes the right decisions about teachers' movements up the salary scale, on the basis of accurate information about the quality of their teaching.
- The school's procedures for checking the quality of its work are consistent and accurate. They lead to concerted, well-planned actions which are focused on bringing about outstanding teaching, learning and achievement. Safeguarding arrangements meet requirements.
- The curriculum is thoughtfully built around pupils' interests and needs. Visits to local places of interest and the many visitors to school enhance classroom learning with real-life scenarios and experiences.
- Links with primary schools in Kenya and Bradford, and with the local church, deepen pupils'

understanding of different cultures and faiths. High-quality art and construction work, innovative opportunities to play brass instruments, regular sporting activities and after-school concerts make strong contributions to pupils' spiritual, moral, social and cultural development. Teachers also ensure that they tackle immediately any discrimination that may arise.

- Parents are especially supportive of the school's work. They willingly attend meetings about their children's progress and they are eager to take advice from teachers about how they might support their children's learning at home. The local authority provides 'light touch' support to assist the school in evaluating its performance.

■ **The governance of the school:**

- Governance is highly effective. Governors show excellent knowledge of the quality of teaching and pupils' achievement, and are confident in challenging the headteacher and senior staff. As a result, they know precisely how well the school is doing and where further improvements are needed.
- The headteacher makes sure that governors are perceptive in their discussions about the value of spending decisions and the impact these have had on pupils' learning and progress. This has led to some stringent decisions about what the school spends the pupil premium funding on. For example, specific training for teaching assistants has enabled them to provide one-to-one teaching for pupils who are in danger of falling behind.
- Governors are astute in managing the headteacher's performance and in ensuring that similarly rigorous procedures are in place across the school. As a consequence, any pay increases reflect performance. Equally, governors are supportive of the headteacher in tackling any underperformance, should it arise.

## 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>	121549
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	402038

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 controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	96
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lucy Greenwood
<b>Headteacher</b>	June Brown
<b>Date of previous school inspection</b>	13 July 2010
<b>Telephone number</b>	01423 711407
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