

Pannal Primary School

Pannal Green, Pannal, Harrogate, North Yorkshire, HG3 1LH

Inspection dates

4–5 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well; they leave school equipped very well to take advantage of secondary education. Standards in reading, writing and mathematics at Year 6 are high.
- Children have a very successful start in the Early Years Foundation Stage. In Key Stage 1, pupils continue to make good progress and reach high standards.
- The rich curriculum enables pupils to achieve very well in sport and music and develop a deep understanding of, and empathy with, the natural environment.
- Teaching is good and at times outstanding. Pupils enjoy lessons and respond to the opportunities to talk and debate to increase their understanding.
- Behaviour is good and often outstanding. Pupils are caring, respectful and sensitive to the needs of others. Bullying is rare.
- Procedures to keep pupils safe are excellent.
- The vast majority of parents are proud of the school and the education their children receive. They give excellent support which contributes to the pupils' good achievement in school.
- The headteacher provides strong but caring leadership. A capable deputy headteacher and skilled governing body share the same energy and desire for the school's success.
- Senior leaders recognise and value the skills of the staff and encourage them to develop their strengths. Staff constantly seek ways of improving their effectiveness.
- The school is improving steadily and is very well placed to continue to improve in future.

It is not yet an outstanding school because

- The progress of some of the most able pupils is not fast enough in mathematics because sometimes expectations of their potential achievement are too low.
- The role of middle leaders in removing inconsistencies in teaching is not yet effective enough.

Information about this inspection

- The inspectors observed 22 lessons and part lessons.
- Meetings were conducted with the headteacher and senior leaders. Discussions held with three governors, the staff team and four groups of pupils added to the evidence. In addition, there was a conversation with a representative of the local authority.
- Information from the scrutiny of a range of school documentation added to inspection judgements. This included:
 - samples of pupils’ work in their books and on displays around the school
 - details relating to safeguarding
 - an evaluation of the school’s improvement plan
 - a review of the school’s procedures for gaining an accurate view of its performance
 - records of pupils’ standards and progress.
- Inspectors analysed 153 responses to the online questionnaire (Parent View) to gauge the opinions of parents. In addition, a large group of parents met an inspector at the beginning of the second day. Seven letters from parents were evaluated.
- An analysis of 27 staff questionnaires, together with an ongoing dialogue with teachers and teaching assistants, gave the inspectors an insight into the views of the staff.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Janet Keefe

Additional Inspector

Joanna Sharpe

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school. The number of pupils has increased over the last three years and the school is oversubscribed.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for support through the pupil premium funding is well below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, from service families and for pupils who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the previous inspection, a new headteacher has taken up post.

What does the school need to do to improve further?

- Increase the progress for all pupils, especially the most able, in mathematics by making sure that:
 - pupils are given precise guidance on what they need to do in lessons and that teaching has suitably high expectations for their learning
 - teaching encourages pupils to get to their tasks quickly enough so they are able to practise and fully extend their knowledge and skills.
- Strengthen the role of middle leaders in monitoring the quality for teaching and learning so that variations in teaching that hinder progress are removed.

Inspection judgements

The achievement of pupils is good

- The very large majority of parents agree that their children make good or very good progress. Inspection findings indicate that most pupils make good progress because good teaching makes learning fun and the curriculum offers many memorable experiences. Pupils leaving Year 6 are very well equipped to take advantage of their next stage in education.
- Most children start the Early Years Foundation Stage with levels of development that are above those typical for their age. Good and, at times, outstanding progress results in an above average proportion of children making good levels of development. By the time children start Year 1, they are very well prepared for their future learning.
- Effective and, at times, outstanding, teaching of the sounds that letters make (phonics) give children in the Early Years Foundation Stage and Key Stage 1 a very good foundation for reading and writing. In 2013, the proportion of pupils gaining standards that met the expectations for their age in the Year 1 national phonics screening check was above average.
- By the end of Year 2, standards are consistently high in reading, writing and mathematics. An above average proportion of pupils gain standards that exceed the expectations for their age.
- At Year 6, the school's results in national tests are generally significantly above average but there was a dip to just above average in 2013. The school reacted swiftly to reverse this, especially with regard to improving pupils' use of grammar, punctuation and spelling. In mathematics, pupils with the capacity to reach the very highest levels now receive extra support, but most able pupils still do not do as well in mathematics as they could.
- Standards in literacy are high across the school with examples of some excellent writing in all classes. The most able pupils' work has depth and flair. The quality of handwriting is generally very good, and pupils are very competent in applying their advanced skills of writing to a wide variety of contexts. Pupils have a good command of English; they are articulate and speak confidently.
- Pupils love reading and standards are well above average across the school. Pupils have opportunities to read regularly in lessons and as part of their homework. Many pupils have a very good knowledge of a range of contemporary authors and maturely discuss books they like and dislike.
- Progress in mathematics in classes throughout the school is not quite as good as it could be. In upper Key Stage 2, the most able pupils are given good quality additional support and make rapid progress in small group sessions. However, in some classes, pupils, including the most able, are not challenged well enough either by the work they are given or by teachers' expectations.
- The school is committed to promoting equality of opportunities and keeps a close eye on the progress of all pupils. The number of pupils known to be eligible for additional funding through the pupil premium grant is too small to make secure judgements of their achievement in comparison to others in the school. In 2013, such pupils at Year 2 gained above average standards nationally. At Year 6, standards were close to the national average.
- Pupils with disabilities and special educational needs receive good quality support which ensures they make good progress. In 2013, the standard of these pupils at Year 6 was above the national average for all pupils nationally and they made excellent progress from their starting points.
- Pupils' involvement in sport enhances their health and wellbeing. The new primary sports funding enables the employment of a specialist sports teacher. She is a very effective teacher who coaches other staff. The profile of sport is high and the participation levels amongst pupils are impressive. Around half of pupils in Key Stage 1 and over two thirds of pupils in Key Stage 2 have represented the school in some form of sporting activity.

The quality of teaching is good

- The vast majority of parents state that their children are taught well. Pupils praise their teachers highly, saying how hard all the staff work.
- After an analysis of pupils' work, lesson observation and an evaluation of the school's assessment data, inspection findings supports their views. Teaching is usually good with some outstanding examples, but there are also a few shortcomings, particularly in mathematics.
- A good range of skills amongst the teaching team, including teaching assistants, secures good progress and achievement. The headteacher encourages staff to use their interests and expertise for the benefit of pupils. For example, a talented teacher, with a passion for learning outdoors has opened up the minds of pupils by making excellent use of the woodland adjacent to the school.
- In some subjects, experts supplement the skills of the teaching team. This is the case in music where trained music staff are employed which leads to a high proportion of pupils learning a musical instrument. High quality teaching in physical education, led by a sports coach, has a significant impact on the achievement of pupils in sport across the school.
- In the Early Years Foundation Stage, children thrive in an exciting, safe and stimulating environment. An excellent staff team ensure that children learn rapidly. The way learning is planned eases the transition for children from the Early Years Foundation Stage to the national curriculum in Year 1.
- Across Key Stages 1 and 2, staff inspire pupils with the confidence to evaluate their own writing and edit their written work to make it better. The teaching of reading is very strong. Teachers work in partnership with parents who are very supportive when their children take books home. Pupils who struggle to read well benefit from effective support by teaching assistants who are specially trained in helping pupils with reading difficulties.
- The teaching of mathematics is usually good but, in some lessons, pupils are not clear about what they are doing and do not get to tasks quickly enough to secure their best possible rate of work. Teachers are good at linking mathematical activities to real life scenes so that pupils see the point of mathematics and develop positive attitudes to the subject.
- Teaching in mathematics usually provides work that deepens pupils' thinking and meets the needs of all. However, at times, teachers' planning lacks high enough expectations of what pupils can achieve, and tasks do not provide enough challenge, especially for the most able. Occasionally, the guidance for pupils' progress in the lesson lacks precision. This reduces their ability to evaluate their progress, understand their success and achieve as well as they could.
- Marking is regular but some inconsistencies are evident. At its best, pupils receive clear guidance about their next steps in learning and routinely respond to teachers' comments, but this does not always happen. Pupils understand their personal targets for achievement.

The behaviour and safety of pupils are good

- Behaviour is good. Pupils' well developed sense of morality and mature social skills result in typically good, and at times outstanding behaviour, both in lessons and around the school. Experiences in the curriculum such as the outdoor learning and attendance at residential visits, successfully build the social skills of pupils.
- Pupils say that they enjoy school because most lessons are interesting but that sometimes the work is too easy. They are usually keen to learn and listen intently to teachers and very conscientiously apply themselves to their work. They work well with a partner or in small groups. When work doesn't spur them on to achieve their very best, some lose interest, make little attempt to answer questions and become restless.
- The views of pupils are valued and respected. There are opportunities for pupils to take on responsibilities for aspects of school life through the school forum. They are proud to support activities to raise funds for charities. Their opinions influence decisions about their experience within school.

- The school's work to keep pupils safe and secure is outstanding. Rigorous procedures remove risks and good attention is given to health and safety and secures pupils' safety.
- Pupils have a good understanding of how to keep safe. They know what to do if they experience unacceptable behaviour or observe it happening to others. Bullying is almost unheard of.
- Pupils understand that there are different types of bullying, such as cyber-bullying, teasing because of gender, culture or lifestyles. Their involvement in the school's own social network site (termed DB on the school website) educates them about how to behave safely when using the internet.
- The pupils' enjoyment of school and the strong support from home results in above average attendance and good levels of punctuality.

The leadership and management are good

- The care and passion of the headteacher, coupled with excellent management skills, have secured the trust of staff, pupils and parents. Supported by an effective deputy, and strong governing body, the school has moved to a higher level since the previous inspection.
- The quality of provision in the Early Years Foundation Stage has improved significantly in recent years, and now progress is accelerating in mathematics. A number of very positive developments to the curriculum has widened the experiences of pupils and raised their achievement in music, physical education and learning outdoors.
- Staff morale is high. They say that the headteacher gives them a very clear direction. They know exactly what is expected of them and feel valued and respected. This benefits the pupils' achievement because staff confidently follow their individual strengths and draw on strengths within the team where needed.
- Senior leaders draw on a wide range of evidence to evaluate the school's effectiveness and to inform decisions about how to improve teaching and pupils' achievement. Improved methods for assessing pupils' attainment enable the school to determine the progress of individual pupils and groups. The data informs the regular pupil progress meetings with class teachers about where to target support in order to improve pupils' achievement.
- The role of middle leaders is moving on well. They apply great energy and imagination to developing a curriculum that meets the new requirements from September 2014. Their role in removing some variations in the quality of teaching and learning that hinder progress is not yet effective enough.
- Procedures for appraising the performance of staff are constructive and well received by teachers and teaching assistants. Expectations are set for raising the achievement of pupils.
- The curriculum promotes good levels of spiritual, moral, social and cultural development. There is an appropriate emphasis on securing pupils' skills of literacy and numeracy but also significant strength in developing pupils' musical and sporting talents. The opportunities for pupils to develop an empathy with, and understanding of, the natural environment are outstanding.
- Exceptionally high levels of support for the school from parents contribute to the good achievement of the pupils. Good communication keeps parents informed about school events and good procedures report the achievements of their children. Parents are keen to support their children at home. Excellent developments to the school's website enable pupils and parents to learn at home, for example, by using a programme to develop pupils' mental mathematical skills.
- Very productive partnerships with other schools in the local alliance benefits the professional development of staff, secures the accuracy of teacher assessments and enables pupils to participate in a variety of events where they meet pupils from other backgrounds.
- The local authority provides high quality support and is a key factor in the school's improvement. Termly evaluations by an experienced professional, access to training courses and guidance for governors demonstrate the good range of support available.

■ The governance of the school:

- The governing body gives good support to the school. It has a purpose to all that it does. Governors are aware of maintaining a long term view about all decision-making. They keep a close eye on the school's performance and make sure the actions of senior leaders and staff benefit the pupils.
- Governors endorse the staff's endeavours to sustain a caring environment while striving to widen the achievement across the whole curriculum. They are very well trained, bring impressive resourcefulness to their work and set high, but realistic, standards for the performance of staff and academic achievement.
- Governors understand the school very well; they are frequent visitors to classes, often having discussions with staff and listening to pupils and parents. This enables governors to develop a very accurate picture of how well the school is doing.
- Governors are suitably involved in decisions on teachers' pay progression and set realistic but challenging targets for the headteacher's performance. All finances are deployed wisely in order to secure the best value for money. Governors check on the connection between the way pupil premium funding is spent and pupils' outcomes. They are aware of the deployment of additional staff to meet pupils' needs and the success in securing their inclusion.
- The governing body ensures that all safeguarding requirements are fully met and that necessary policies and training are in place for themselves and staff.

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	121429
Local authority	North Yorkshire
Inspection number	431353

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Matthew Hagen
Headteacher	Jane Turner
Date of previous school inspection	28 April 2009
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