

Ruswarp Church of England Voluntary Controlled Primary School

Ruswarp, Whitby, North Yorkshire, YO21 1NJ

Inspection dates 10–11 June 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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' attainment in reading, writing and mathematics has significantly improved this year and is back on track to be above the national average at the end of Key Stage 2.
- Children get a first rate start to their education. They make good progress in the Early Years Foundation Stage.
- Teaching is continually improving. The latest computer technology and displays in the classrooms are used effectively to support pupils' learning.
- Behaviour is good and pupils feel safe in school.
- Attendance has significantly improved and is above average. This reflects pupils' enjoyment of school.
- Pupils' spiritual, moral, social and cultural development is promoted successfully throughout all aspects of the school.
- The new headteacher provides strong leadership that is firmly focused on improving the school. She is well supported by a team of committed staff and effective actions have tackled the dip in attainment. The school is back on track to move forward.
- The leadership team, staff and governors have successfully improved teaching and achievement in a caring and friendly school.

It is not yet an outstanding school because

- Activities given to pupils do not always sufficiently stretch their skills, especially the ability to think deeply, and particularly for the most able pupils, so that they can achieve their full potential.
- Pupils are not always given enough opportunities to improve their skills of writing at length in all subjects.
- Pupils do not always respond to the advice given when their work is marked.
- Middle leaders are at an early stage in developing their skills of using data to identify more precisely where support is most needed and the major priorities for their subjects.

Information about this inspection

- The inspector observed nine whole lessons and parts of lesson. Three of which were jointly observed with the headteacher. The inspector and the headteacher jointly looked at a range of pupils' work in Years 1 to 6.
- The inspector listened to pupils reading in Years 1, 2 and 6. The inspector observed pupils' behaviour at break time and lunchtimes.
- Meetings took place with key staff, two groups of pupils, three members of the governing body and two representatives of the local authority. The inspector spoke with parents at the start of the school day.
- The inspector looked at a range of documentation including, minutes of the governing body meetings, the school's data on pupils' progress and records relating to behaviour, attendance and safeguarding.
- The inspector took account of the nine staff questionnaires. The inspector analysed 28 responses to the online questionnaire (Parent View) and some written correspondence received from parents.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- Almost all pupils are of White British heritage.
- The headteacher took up her post in January 2012. There have been significant changes in the membership of the governing body since the previous inspection.
- Pupils are taught in mixed-age groups from Years 1 to 6.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for those known to be eligible for free school meals and those children looked after by the local authority.
- The proportion of pupils supported through school action is broadly average. The proportion of pupils supported through school action plus or with a statement of special educational needs is slightly below average.
- The school did not meet the government's current floor standards, which are the minimum expectation for pupils' attainment and progress
- The school manages its own breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching and improve pupils' progress, especially in writing by:
 - ensuring that all activities exercise pupils' skills and develop their ability to think more deeply, particularly the most able pupils, so they achieve to the best of their ability
 - providing opportunities for pupils to improve their skills in writing at length in all subjects
 - ensuring that pupils respond and act on the advice given to the marking of their work
 - giving teachers the chance to see good and outstanding teaching within and beyond the school.
- Strengthen the skills of the middle leaders so they become more confident in understanding and using the school's data to offer support where it is most needed and to identify precisely the priorities for their subjects.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are mostly typical for their age. This does vary between the different year groups cohorts due to the small numbers of pupils. Significant improvements have been made in the outdoor learning area in the Early Years Foundation Stage since the previous inspection. The activities provided in both of the indoor and outdoor classrooms capture children's imagination and interests. The adults have good working relationships with parents. All of this contributes to children making good progress and being well prepared for Year 1.
- Pupils make good progress in Key Stage 1 and attainment at the end of Year 2 is above average in reading, writing and mathematics.
- Attainment is usually above average at the end of Year 6 but this dipped and was well below average in 2013. Very small changes in the performance of any pupil very easily distorts the data because of the small size of the group. This group experienced some less effective teaching in the past and did not make the progress expected of them. Prior to this dip attainment was above average in 2011 and 2012. The school's data and inspection evidence show that attainment for the current Year 6 will be above average.
- Attainment in mathematics is above average. Effective teaching provides many opportunities for pupils to develop their mathematical skills in real-life situations. Pupils at both Key Stage 1 and Key Stage 2 explain their calculations using a variety of methods. As a result, pupils throughout the school make good progress in mathematics.
- Pupils read regularly both at home and at school. In the Early Years Foundation Stage and Key Stage 1, letters and the sounds they make (phonics) are taught well. Pupils use these skills confidently to work out words that are unfamiliar to them. Reading is promoted well and pupils have a lot of favourite authors. Older pupils use their skills well to research information. Pupils enter local reading competitions in which they do well reading, reciting and recalling passages in a very expressive manner.
- Progress in writing is good because teachers provide ample first-hand experiences beyond the classroom that effectively stimulate pupils' ideas for their writing. Pupils enjoy taking part in making film productions of their drama and written activities. For example, pupils made a compelling film from their written version of the series of 'Doctor Who.' They present their work neatly with accuracy in punctuation, grammar and spelling. However, pupils do not always have enough opportunities to extend their skills when writing at length.
- Disabled pupils and those with special educational needs make good progress from their individual starting points. This is because their needs are identified early and the school seeks support from external agencies when needed.
- The most able pupils make good progress by the time they leave school. However, this is uneven between classes when activities are not hard enough to fully extend their learning.
- The pupil premium is used well to support individual pupils. Those pupils who are eligible for the funding make good progress in all subjects. In the 2013 national tests, there were no pupils who were known to be eligible for free school meals to make a judgement on their attainment.
- The school effectively promotes equality of opportunity by ensuring that pupils receive the help they need to achieve well from their starting points.

The quality of teaching is good

- The quality teaching has improved. Senior leaders rigorously check teaching and previous less effective teaching has been eradicated. Most parents are happy with the way their children are taught.
- Teachers use questions well to help pupils become more curious and inquisitive about their learning. For example, in the Early Years Foundation Stage, all adults effectively used

questioning to stimulate children's imagination and built on their speaking skills whilst they were learning about pirates.

- Teachers' use of assessment information continues to improve as senior leaders have provided lots of training in this area. However, there are times when work given to pupils does not always challenge them enough.
- Displays in all classrooms are used as helpful prompts, especially when pupils are trying to develop the skills that they have recently learnt. This was seen in a Year 1/2 English activity where pupils often referred to the guidance on display when they were trying to improve their knowledge in connecting different sentences together.
- Teaching assistants and other adult helpers contribute well to learning. They keep comprehensive records for those pupils that they support, checking that they make good progress.
- Teaching of mathematics is effective and teachers' subject knowledge is secure. Pupils enjoy practical activities and use relevant resources to support their learning. For example, pupils enjoyed taking part in a survey looking at the different types of worms found in certain types of soils.
- Reading and writing are taught well. Pupils use their skills to support learning in other subjects. At times, worksheets are used that restrict the quantity and quality of writing pupils' produce and limit the opportunities for them to apply their skills.
- Good working relationships are established with the adults and between pupils. As a result, pupils learn effectively from their peers and are not afraid to make mistakes.
- Good use is made of the latest computer technology to support and inspire pupils' learning. They are confident in recording and reviewing their learning. For example, a group of pupils in Years 5/6 in science recorded their activity of building a bridge that did not need any type of gluing agent to support it. They were able to explain well what they had learnt.
- Most of the work in pupils' book includes clear guidance on how they can improve it. Pupils say that their targets help them to remember what they need to improve. However, pupils do not always respond to marking nor act on the advice given and so they do not learn from their errors.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils show great respect and are very welcoming to visitors. At break and lunch times pupils play well together. They enjoy performing for each other on an outdoor stage. Pupils enjoy playing, using the enormous space and variety of resources are available. Pupils, staff and the large majority of parents feel that behaviour is good.
- In lessons, pupils are eager to learn, try hard and listen closely. Only at times where activities do not capture pupils' interests do they become easily distracted.
- All pupils wear their uniforms and look smart. All of them wear the correct kit during physical educational activities. The school is kept clean and tidy and all clothing is neatly hung up.
- The school council and the worship committee take their responsibilities seriously. The school council has helped to improve the quality of the school dinners. They regularly raise money for a charity of their choice. The worship committee work with governors to plan the themes for assemblies. Pupils say that they feel that views are valued.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and trust the adults. They know who to go to if they need help. Pupils are clear about how the school is helping them to keep safe. This includes having the emergency services in to improve their understanding about how to use them. At the time of the inspection, pupils in Years 5 and 6 went on a visit to Whitby to learn how to keep themselves safe when using the beaches.
- Pupils have a good understanding of the different types of bullying, including physical and verbal bullying. They say that it hardly happens in school but if it does, it is sorted out by staff and pupils. They feel that all pupils in the school are treated fairly.
- Attendance has significantly improved since the previous inspection and is now above average.

This shows that pupils enjoy coming to school.

- The breakfast club provides a healthy start to the day and gives pupils a chance to socialise with each other at the beginning of each school day.

The leadership and management are good

- The headteacher is very focused and is clear of the school's strengths and areas that need improving. She is not afraid to confront issues and make difficult decisions. Actions are firm and fair and have resolved a few major issues and particularly improved the quality of teaching. She is supported by a strong team of dedicated staff and has established a close network with other schools locally. This is helping to continue the improvements in the school.
- Teaching is checked rigorously. Staff are clear about aspects that are effective and what they need to do to improve. The less effective teaching that slowed pupils' progress has been resolved, although a few aspects remain, including checking that the most able pupils are always sufficiently challenged. Teachers do not yet have the chance to improve their practice by seeing outstanding teaching in the school or in other schools.
- Staffs have targets based on their performance and these are linked to pupils' outcomes and the standards expected of teachers nationally. Any increase in salary is securely linked to how well pupils achieve.
- The thorough system for tracking pupils' progress has improved and now ensures a closer eye is maintained on progress over time. Achievement for all groups of pupils is tracked and analysed, and any underachievement is usually spotted quickly. Middle leaders are at the early stage of learning how to use data effectively to offer guidance where it is needed and to clarify future priorities.
- Pupils have plenty of opportunities to learn about their local area and the world around them. They go on lots of visits and have visitors into school. Pupils speak highly about their learning in 'wonderland.' This is the outdoor area on the school fields, which helps pupils to learn and explore the natural environment.
- Pupils' spiritual, moral, social and cultural awareness is developed well through the different subjects, displays, house teams and reflection time.
- The primary school sport funding is used effectively. It is used to improve teachers' skills in teaching physical education and to provide more sporting activities. More pupils now take part in a wider range of sports, such as golf and cross country running. They have a better understanding of how to keep healthy and know the effect of exercise and of different types of food on their body.
- The local authority has provided good professional development support for staff.
- **The governance of the school:**
 - The governing body has been restructured into two main committees, which meet regularly and feed in to the full governing body. This has helped governors to become more efficient. Newer members are inducted well and have the necessary skills to fulfil their duties effectively. Governors receive good support from the local authority, including training in the use of data about pupils' progress. They now use this to check more robustly on progress and question any underachievement to avoid any future dips in attainment. Governors regularly check on the school's work and support pupils' learning as volunteers. This enables them to have a good overview of the quality of teaching and the school's strengths and areas for development. They effectively use the information to support and challenge leaders. Governors understand teachers' targets and check that any increase in teachers' salary is linked to their performance.
 - The school has a healthy budget. Governors have a good knowledge of how the pupil premium and sport funding are spent and of their impact on pupils' achievement. They ensure that safeguarding meets statutory requirements.

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	121525
Local authority	North Yorkshire
Inspection number	440856

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Stephen Hinchliffe
Headteacher	Tammy Cooper
Date of previous school inspection	13 July 2010
Telephone number	01947 602029
Fax number	01947 602029
Email address	admin@ruswarp.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

