

# Rillington Community Primary School

High Street, Rillington, Malton, North Yorkshire, YO17 8LA

**Inspection dates** 7–8 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Clear direction and strong leadership by the headteacher, ably supported by an effective deputy headteacher, have resulted in rapid improvement in all aspects of the school's performance since the previous inspection. The arrangements to check the quality of teaching and pupils' progress are particularly strong.
- Pupils in all classes are now making consistently good progress and in Years 2 and 6, a significant number are working at above average levels in reading, writing, and mathematics.
- Teaching is consistently good and improving strongly. All pupils are achieving well, taking into account their starting points. The teaching of reading is a strength and writing is improving strongly.
- Children in the early years make a good start to their education. Good teaching and a range of exciting activities help them develop confidence and independence in their learning. They make good progress and are prepared well for Year 1.
- All aspects of care and safety are high priority. Pupils are safe and well looked after. Relationships between staff and pupils are very positive. Pupils behave well in lessons and at all times of the day. Attendance is good because pupils like school and enjoy learning.
- A lively curriculum ensures that pupils experience a wide range of activities in school and through visits and visitors to enrich their learning effectively.
- Pupils' spiritual, moral, social and cultural development is promoted well. Links with the local community and the church are strong, resulting in pupils' good understanding of the culture and traditions of their local area and the need to respect differences.
- The governing body has improved the ways it holds the school to account for the achievement and safety of pupils. Governors are now well informed about the performance of staff and pupils and thus effective in supporting and challenging the school.
- Strong teamwork among leaders, staff and parents has strengthened the school's capacity to improve further.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to support consistently higher levels of attainment and progress.
- On occasion, the level of challenge is not sufficiently high for pupils to achieve more.
- Pupils' awareness and understanding of the multi-cultural and multi-faith nature of the wider British society are underdeveloped.

## Information about this inspection

- The inspector observed teaching throughout the school including numerous shared observations with the headteacher and the deputy headteacher. In addition, the inspector listened to pupils read and scrutinised their workbooks.
- Meetings were held with pupils, the Chair of the Governing Body and two other governors, the headteacher, senior leaders and subject leaders. The inspector also had a meeting with a representative from the local authority.
- The inspector observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, current data on pupils' progress, and planning and monitoring documentation. Financial management was reviewed including the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding were also taken into consideration.
- The inspector reviewed 20 responses to the online questionnaire, Parent View. The views of the few parents the inspector spoke with during the inspection were also considered.
- The inspector also took account of the 11 responses to the Ofsted staff questionnaire and talked to staff during the inspection about their views of the school.

## Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school.
- Children in the nursery attend part time until they enter the Reception class.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is below average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children in the care of the local authority.
- The school has had a very high number of staff changes since the previous inspection including at senior leadership level. The headteacher joined the school in September 2013 and the deputy headteacher in January 2014.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve the quality of teaching so more is outstanding by ensuring that:
  - pupils are set the work they need to help them achieve the best they can in every lesson
  - pupils are asked questions that deepen their knowledge and understanding and make them think about their learning more effectively
  - marking is consistently good in all subjects
  - pupils accurately apply their basic literacy skills, particularly spelling, grammar and punctuation, in their writing in other subjects.
- Do more to promote pupils' awareness and understanding of the multi-cultural and multi-faith nature of British society today.

## Inspection judgements

### The leadership and management are good

- The headteacher has established a culture of high expectations of all staff and pupils and as a result, pupils are now making good progress throughout the school. She provides clear direction and strong leadership in all aspects of the school's work and her deputy has been instrumental in supporting developments so that teamwork among staff is strengthened. Governors are well informed and effective partners in leading the school. Leaders are highly ambitious for pupils and their families. Effective teamwork and rapid improvement since the previous inspection give the school good capacity to improve further.
- While many teachers are relatively new to the school, they have embraced the school's culture of high aspirations and are implementing new ideas and interventions to improve provision and so enhance pupils' achievement. Some aspects of the school's work still need further development, for example, checking that all pupils are challenged sufficiently in every lesson. But overall, achievement is good because the monitoring of teaching and pupils' progress is rigorous. Any shortfalls are quickly addressed through appropriate training for staff or additional support for pupils who are at risk of falling behind.
- The provision for early years is good. The Early Years team is well organised and the new Early Years leader is working with the team to develop a vibrant curriculum where children grow and flourish in their enjoyment of learning. However, space, particularly outside, sometimes restricts opportunities for children to extend their ideas when they work by themselves or when they want to share their learning with others.
- Leaders, including middle leaders and subject leaders, have tackled improvement priorities effectively. Provision for literacy, highlighted as an area for improvement in the previous inspection, is now good and pupils are achieving well. Reading is a strength. The school's checks on pupils' performance are accurate and the development plan identifies correctly the priorities the school needs to work on, for example, to raise achievement in writing and mathematics.
- The school has thorough systems for managing staff performance. Staff are clear that pay awards are linked to achieving the targets they have agreed with leaders. Staff are positive about the support and guidance they receive from senior leaders to improve their skills further.
- Leaders, including governors, review pupils' progress regularly and allocate resources to make sure all pupils, particularly those who are disadvantaged and those with special educational needs achieve well. Where necessary outside specialists are involved and all parents are kept well informed about how their children are doing. This is a strong testament to the school's caring approach to supporting pupils and confirms its commitment to ensuring every pupil is given an equal opportunity to succeed.
- The curriculum is well planned with topics that enrich pupils' experiences and make learning purposeful and effective. For example, pupils learn about the long-term implications of high carbon footprints and deforestation globally. Such challenges make learning come alive and pupils, especially the most able, enjoy these thought-provoking discussions. The strong focus on developing pupils' skills in literacy and numeracy through other subjects such as science, history and geography is effective. Many visits and visitors, including members of the local community and public services, enrich learning well.
- Through assemblies and special events, for example, work on Remembrance Day, pupils extend their sense of faith and tolerance and respect for different communities so their spiritual, moral, social and cultural development, particularly linked to their local area, is promoted well. Pupils have opportunities to learn about world religions through the regular teaching of religious education but the school does not do enough to help pupils gain a secure understanding of the faiths and cultures represented in Britain today.
- The school has made a good start to implementing new assessments procedures now that National Curriculum levels are no longer used. The school is working closely with other schools to develop effective systems and the initial indications are that teachers are applying new procedures well.
- The school uses the primary school sports funding effectively to increase sporting activities, such as cricket, football, dance and gymnastics in the school, to provide more opportunities for staff to develop their skills and for pupils to enjoy clubs and competitive events with other schools.
- The budget for supporting disadvantaged pupils is used effectively to increase staffing levels and target appropriate support where it is required. There is no distinguishable gap in the achievement of these pupils and sometimes they make better progress than some of their classmates.
- The local authority has provided good support for the school since the previous inspection through, for example, training for staff and governors to help them fulfil their responsibilities more effectively and so raise standards and to conduct reviews of the school's performance to help with planning improvements.

### ■ The governance of the school:

- Governors have high aspirations for the school and the local community. Through effective training, governors now have a good understanding of school data. They meet regularly with school leaders to question the data, check on the performance of teachers and pupils and to hold staff to account for pupils' progress. Governors are frequent visitors in school and know that the senior leaders are working effectively to improve teaching and learning. Governors regularly ask questions about developments and see for themselves if improvements are having the expected impact on raising standards.
- Governors know that the pupil premium funding has been used effectively to close the gap in the achievement of disadvantaged pupils and other pupils in the school and nationally and the sport funding is used to extend sport provision. Governors have supported the headteacher in making new appointments to secure good teaching and to eradicate less effective teaching. They ensure that pay awards are linked to teachers' performance.
- Governors have established efficient systems to review the impact they have on securing good improvement and are unequivocal in what they expect from themselves, senior leaders and other staff. They work hard to foster good relationships between parents and the school, and through, for example, a parents' forum and increasing use of information and communication technology, they ensure that parents have access to the information they need about school matters.
- Governors check that all safeguarding requirements are fully met and effective.

### The behaviour and safety of pupils

are good

#### Behaviour

- The behaviour of pupils is good. This is the case across the school in lessons and at playtimes. Pupils are eager to learn, want to please and respond well to the high expectations staff have of them to behave well. Staff manage occasional lapses efficiently so that the school is a very happy, orderly place.
- Pupils' attitudes to school and learning are good and this has a positive impact on their progress. A typical comment was, 'You have to work hard at school if you want a good job one day.' Another was, 'Learning is fun – you find out things you didn't know – school is amazing!' Pupils value education and most try their best. Occasionally, when work is not demanding enough, a few pupils sometimes become less engaged and so do not achieve as well as they could.
- Pupils form positive relationships with staff and one another and there is a strong sense of mutual respect throughout the school. Pupils are kind and supportive of one another and work together well in lessons. Pupils instinctively help each other, for example, children in the early years help each other put coats on when adults are not available and older pupils play sensibly outside so that they do not bump into younger ones. Pupils are confident to seek help if they are unsure of what to do and so make good progress.
- Pupils are very polite and friendly and engage fully in all that the school offers. They understand that it is important to respect differences and to be sensitive to the needs of others, because, as pupils said, 'Everyone has the right to be who they are. It is not right to pick on them if they are not the same as you.'
- Pupils are proud of their school, especially all the sports clubs they can join, including a mixed boys and girls cricket team, various gymnastics clubs and opportunities to learn musical instruments. Play leaders organise play equipment and activities sensibly so that all pupils enjoy their time to socialise with others.
- Attendance is above average and this reflects the fact that pupils like school and want to be there.

#### Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and well looked after at school. They also know who they would go to if they were unhappy or worried about anything.
- The systems to safeguard pupils are strong. Attendance is checked carefully and parents know to inform the school early if their child is going to be absent. The school is particularly vigilant in checking that disabled pupils and pupils with special educational needs or those who are disadvantaged are identified early and appropriate procedures are in place to support these children and their families when necessary. Links with outside professional bodies that support children and their families are effective.
- Pupils know how to keep safe; for example, they know the dangers posed by social network sites and cyber bullying and what to do to avoid such threats. Governors are introducing further measures to protect pupils when they use the internet and computers generally at school. Pupils say that there is no bullying at school, 'because we should always be kind to each other'. Occasional incidents of name calling do occur and teachers deal with these promptly.
- A few parents who responded to the online questionnaire, Parent View, say they have concerns about bullying. The inspection finds the school's systems to monitor incidents are thorough and parents are informed immediately if the school or any pupils raise any concern.

**The quality of teaching is good**

- Teaching over time is now good with elements of outstanding practice in some classes. As a consequence, pupils make good progress and standards are rising quickly.
- Teaching has improved markedly since the previous inspection because procedures to check the quality of teaching are effective and senior leaders identify the support and training teachers and teaching assistants need to develop their skills. Teachers have good subject knowledge and expertise that they use effectively to plan work that helps pupils build on what they already know and can do.
- The school's systems to check pupils' progress are accurate and reliably inform what pupils need to do next to move on. In the majority of lessons, teachers use this assessment information well to plan activities to extend and challenge pupils appropriately. Occasionally, the work pupils do, particularly when they work as a whole class, is too easy for some and too demanding of others so that not all pupils achieve as well as they could.
- Children in the early years have access to well-planned, interesting activities that encourage them to explore ideas of their own choosing as well as learning with adults. The outside area is particularly popular and well used by children to explore the world around them and extend their creative and physical skills.
- Pupils' learning is generally well structured so that pupils have good opportunities to practise skills, discuss their learning and, for example, draft and edit their writing. Pupils tackle interesting activities eagerly and confidently because they are clear about what is asked of them. In most lessons, pupils know what success should look like because teachers explain what they are looking for in pupils' work. In all classes, including in the early years, pupils enjoy the daily challenges that teachers set for the start of the day and many pupils regularly work on tasks at home to extend their learning.
- Pupils enjoy activities that encourage them to ask and answer questions and that deepen their understanding. For example, pupils in Year 6 enjoyed writing in the style of the given author, playing with 'incredible vocabulary' to improve their previous work. Pupils in the mixed Years 3/4 class created compound words from single words and excitedly deliberated whether the words really existed. The high focus on extending pupils' vocabulary in both classes enabled pupils to improve their subsequent writing.
- In most lessons, teachers' questioning is used effectively to increase understanding and timely support from staff helps pupils make good gains in their learning. Teachers make good use of highly skilled teaching assistants to help different groups talk about their work and ask questions to check pupils' understanding. Where questioning is less effective, pupils, while completing the tasks they are given well, do not always fully understand what they have learnt. Occasionally, when pupils have too much to assimilate, a few find it hard to sustain concentration and retain the information they need to achieve well.
- Disadvantaged pupils and those with special educational needs are identified early and receive good support to help them achieve well. Pupils at risk of falling behind for any reason are given individually-tailored activities to prevent this from happening.
- The teaching of phonics, (letters and the sounds they make), is very effective. Children in the nursery explore phonics soon after they start school and so develop the skills they need to read early. Children in the Reception class apply their phonics confidently to sound out unfamiliar words and correct themselves if what emerges does not make sense. Phonics and reading generally are promoted well throughout the school. Pupils in Year 3 say that they enjoy reading with their teachers because, 'Reading is important if you want to learn things and teachers make stories so exciting.'
- The teaching of writing is now good. The school makes sure pupils use their good reading skills to improve their writing in all subjects, for example, when they explore life in medieval times or during the First World War. Pupils, however, are not always challenged sufficiently, particularly in Key Stage 2 classes, to apply their spelling, punctuation and grammar skills accurately in their writing. In their eagerness to complete work, pupils sometimes make careless errors that are not evident in their literacy books.
- The teaching of mathematics is good. The focus on consistent approaches to develop pupils' number skills across all classes has resulted in pupils' greater confidence in working more quickly, accurately and especially more methodically when carrying out complex calculations involving two or more steps.
- Marking is generally good, especially in pupils' literacy and mathematics work, but not consistently so in other subjects. The high quality marking in literacy helps pupils recognise what they have done well and what they need to do next to improve further. Children in the early years understand their targets and know what they need to do next to achieve more.

## The achievement of pupils is good

- Leaders have worked hard to improve teaching and, as a result, pupils' progress is accelerating quickly. Expectations of what pupils can achieve have been raised, and despite the high number of staff changes, all pupils are now making good progress.
- Pupils' achievement in reading, writing and mathematics is good. Some pupils are making outstanding progress from their starting points in reading, which is a strength across the school. In the current Year 6, all pupils are working at the levels expected for their age and almost half of them are working at above average levels, with a small number working at the higher Level 6 in writing and mathematics.
- Pupils in Year 2 are working at above-average levels in reading, writing and mathematics; a significant number of pupils are working at the higher Level 3.
- The school's focus on improving provision in literacy since the previous inspection has had a significant impact on raising standards in reading and writing. Pupils read widely and often from the early years onwards. The love of reading is evident in the way pupils talk enthusiastically about the books they read as well as the guided activities that give them opportunities to talk about their reading to teachers and to extend their vocabulary. With the improvements in the teaching of phonics and literacy generally, pupils' spelling has improved and pupils are more fluent, confident writers as a result.
- The school has accelerated pupils' progress in mathematics effectively through more consistently applied strategies across the school to develop pupils' number, calculation and problem-solving skills. The most-able pupils particularly have a very good grasp of these skills and how to apply them accurately when solving problems; hence a few upper Key Stage 2 pupils are working at Level 6 activities.
- The progress of the most-able pupils is good and often very good, as is evident by the increasing number working at the higher Level 3 in Year 2 and the higher Level 5 and occasionally Level 6 in Year 6. Pupils of similar abilities but in different year groups regularly work alongside one another to extend their skills. For example, Year 2 pupils sometimes work with pupils in Years 3 and 4 and this provides them with the challenge they need to make faster progress and the opportunity to learn from older pupils.
- Disabled pupils and those who have special educational needs achieve well because provision for them is good and they are challenged well through the work they do. Where appropriate, the school works with external specialists to help pupils make the best progress they can.
- Disadvantaged pupils achieve well from their starting points. The school uses its pupil premium funding effectively to tailor support for each pupil so at the end of Year 6, the attainment of disadvantaged pupils is in line with the attainment of non-disadvantaged pupils nationally in reading, writing and mathematics. Similarly, these pupils are in line with their classmates in reading, writing and mathematics. Gaps are closed effectively throughout the school in pupils' academic achievement and so they are prepared well for secondary school when they leave the school at the end of Year 6.

## The early years provision is good

- Effective leadership of the early years ensures that children enjoy learning and achieve well. While in most areas of learning children start in the nursery with skills and knowledge that are typical for their age, a small number are not as confident in their communication and literacy skills. Consequently, the school promotes talk through play, number rhymes, songs and nursery rhymes and opportunities for children to act out stories and situations, for example, by working in the 'pet shop' and making lists for 'teddy's trip to the moon'. Adults engage in conversations with children throughout the day and children quickly become fluent communicators.
- Teaching is consistently good and staff plan interesting and fun activities that help children make good progress in acquiring a wide range of skills, knowledge and understanding. They settle quickly into school routines and older children in the Reception class show those in the nursery what is possible as they all regularly work alongside one another throughout the day.
- The outside space is adequate for small groups but has its limitations when children want to run far and wide. For example, when playing hide and seek or when making kites, some children quickly realised that their paper-bag kites flew higher when they were filled with 'wind and went the right way' but got tangled when there was not enough air space.
- Children make particularly good progress in their literacy, numeracy and personal and social skills because they enjoy what they do and expectations are high. The teaching of phonics is very good, as is the development of children's writing and number skills. Children like to read, write and count, 'just like grown-ups do', as one said when writing her list for the spaceship.
- Staff check carefully the children's abilities when they first start and quickly identify any who may have

specific needs so that additional support is planned early. Staff record closely what children achieve and regular meetings pin point what each child needs to do next to move on in their learning. Children are proud to have targets and confidently explain what they have to do next. As a result, they make good progress and are well prepared for Year 1. A significant number start Year 1 work well before they complete their Reception year, particularly in reading and writing. Occasionally the level of challenge is too high for one or two to maintain the concentration they need to assimilate new learning effectively.

- The good relationships children form with staff and one another help them gain in confidence and independence as they go about their choice of activities sensibly and safely. Behaviour is good. Children are kind and considerate when sharing resources, with the occasional altercation being handled smoothly so the happy, safe environment is maintained. The early years environment is a busy, productive, safe and happy place where children make a good start to their education.



## 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>	121458
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	442271

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	140
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joe Jacobs
<b>Headteacher</b>	Sally Lidgley
<b>Date of previous school inspection</b>	12 February 2013
<b>Telephone number</b>	01944 758402
<b>Fax number</b>	01944 758402
<b>Email address</b>	headteacher@rillington.n-yorks.sch.uk

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