

# Rillington Community Primary

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

## Inspection dates

5 to 6 March 2019

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Inadequate</b>
Early years provision	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Safeguarding is not effective. Not enough attention has been paid to assessing risks and acting on concerns.
- Pupils do not make enough progress by the end of key stage 2. They make significantly less progress than their peers nationally in reading and mathematics.
- Leadership over time has been weak. Governors have not effectively monitored the work of the school or its impact on pupils' progress and attainment.
- Conflicting information from the school's assessment systems, including in the early years, means leaders do not have a clear picture of pupils' attainment and progress.
- Since the last inspection, leaders' checks on the quality of teaching have not been effective. Weaknesses in teaching have not been identified or addressed and teaching has not met pupils' needs well enough, particularly in key stage 2.
- The curriculum is not sufficiently well planned. Over time, leaders have not ensured that teaching in different subjects is consistently effective, particularly in English and mathematics. Pupils are not well prepared for the next stage in education.
- Pupils' attitudes to learning are not consistently positive. Pupils do not always show respect for the views of others.

### The school has the following strengths

- Most pupils enjoy school and say they feel safe.
- Before- and after-school care provides a safe and social environment for the pupils who attend.
- Teaching in the early years and key stage 1 is enabling pupils to make better progress from their starting points.
- Pupils benefit from a range of extra-curricular activities that help to enhance their skills and improve their confidence.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- As a matter of urgency, leaders should ensure that all aspects of safeguarding are effective by:
  - frequently assessing risks and taking immediate action on potential or identified shortcomings
  - adopting a consistent and thorough approach to staff recruitment, completing all pre-employment checks and maintaining accurate and reliable records
  - making sure that staff in the early years meet the statutory welfare requirements, with particular regard to the staff ratio and qualification requirements and appropriate toileting facilities for children
  - identifying and rectifying specific school-site hazards thoroughly.
- Strengthen leadership at all levels by ensuring that:
  - leaders effectively evaluate the progress of all groups of pupils so that staff are held to account for pupils' outcomes
  - assessment information is accurate so that the progress and attainment of groups can be analysed reliably
  - when leaders check the quality of teaching and learning, they focus on its impact in enabling all groups of pupils to achieve well.
- Leaders and governors take urgent action to improve the quality of teaching so pupils make more rapid progress in reading and mathematics in key stage 2 by ensuring that:
  - teachers accurately assess pupils' learning and set appropriately challenging work so that all pupils are supported to reach the highest standards possible
  - teachers' subject knowledge is improved to establish consistent whole-school approaches to the teaching of reading, writing and mathematics
  - teachers match reading books accurately to pupils' abilities and offer more opportunities for pupils to improve their inference, deduction and comprehension skills
  - the teaching of mathematics helps pupils to improve their reasoning skills and problem-solving strategies
  - teachers provide tasks which interest pupils so that incidents of low-level disruption or unfocused behaviour become rare.
- Rectify the weaknesses in governance by ensuring that governors:

- effectively discharge their statutory duties relating to safeguarding and the Equality Act 2010
- hold leaders to account for pupils' progress and attainment
- check that staff provide a curriculum that enables pupils to acquire skills, knowledge and experiences across the full range of statutory subjects.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The leadership of safeguarding is ineffective. While leaders expressed confidence in the school's arrangements, they have not checked what happens in practice. Inspectors identified failings that posed a potential risk to pupils' welfare and safety. Leaders were unaware of these issues until inspectors brought them to their attention.
- Leaders have not been effective in addressing identified areas for improvement from the previous inspection. The overall effectiveness of the school has declined. Pupils are not receiving an adequate education.
- Leaders and governors have failed to make reasonable adjustments for pupils, parents, staff and other visitors who may have a disability, particularly wheelchair users.
- Leaders have not used assessment systems effectively. They place too much emphasis on pupils' attainment rather than the progress that pupils should make from their starting points.
- Since the previous inspection, high staff turnover has led to a lack of continuity in teaching, and this has contributed to the decline in pupils' outcomes by the end of key stage 2. Leaders have not ensured that the previously good quality of education provided by the school has been maintained and built on.
- Middle leadership is weak, which further reduces the capacity of leaders to bring about the necessary improvement in all subject areas. Developments in mathematics and English are being led by teachers new to these roles. These leaders have identified priorities for improvement, but it is too soon to see the impact of this work.
- Leaders revised the system to assess pupils' attainment and progress at the start of the current academic year. There are some inconsistencies in the assessment information that show different outcomes depending on which systems leaders are using. Leaders have doubts about the accuracy of some aspects of the information, which undermines confidence at all levels.
- Since January 2018, leaders have implemented more effective procedures to check the quality of teaching. This is beginning to develop consistency in the quality of teaching and learning.
- The additional funding for pupils with special educational needs and/or disability (SEND) ensures that pupils are largely supported appropriately. However, their academic progress is too slow, so they do not reach the standards they should. The special educational needs coordinator (SENCo) has recently started a national certificated training course for those responsible for supporting pupils with SEND. Prior to this, there had been limited training for staff in respect of pupils with SEND.
- The curriculum does not enable pupils to gain the knowledge, skills and understanding that they need to make a successful start on the next stage of their education. Superficial coverage of some subjects, such as history and geography, has limited pupils' depth of understanding. Leaders and teachers are unable to judge accurately the impact of teaching on pupils' learning in these subjects.

- Leaders make appropriate use of the physical education (PE) and sport funding. It is spent on increasing pupils' participation in a range of sporting activities, extending opportunities for pupils to take part in competitive school sports and raising pupils' awareness of healthy lifestyles. Activities such as swimming, the development of school clubs and the Forest School initiative all help to boost pupils' self-esteem and aid their physical fitness and well-being.
- Leaders use the pupil premium funding in a range of ways, including funding educational visits and ensuring that pupils have access to all areas of the curriculum, including music. Leaders are aware of the additional social and emotional needs of these pupils and use the funding to help pupils feel fully included in the life of the school.
- Pupils successfully develop socially, morally, spiritually and culturally through a range of activities that leaders provide, for example strong links with the local church and through study of a range of faiths.
- The school has been supported by the local authority since summer 2016. The local authority is now providing more challenge and support, particularly around monitoring the quality of teaching and learning.
- The school may not appoint newly qualified teachers (NQTs).

### **Governance of the school**

- Governors have not challenged leaders effectively about the quality and impact of the school's work. This is particularly evident in their review of pupils' performance information, where governors have only recently started to ask challenging questions of leaders.
- Governors have not fulfilled their statutory duties, such as ensuring that the single central record is accurate and up-to-date.
- Governors are actively involved in the life of the school. However, they do not follow up with leaders how identified areas for improvement or key priorities are being addressed consistently well.

### **Safeguarding**

- The arrangements for safeguarding are not effective.
- The child protection policy is not properly followed. For instance, leaders were unaware that the school's pre-employment checks have not been conducted in accordance with legislation. Findings from health and safety audits have not been fully acted on after visits from the local authority officer.
- Potential risks to pupils' and children's health and welfare are not sufficiently considered.
- Incidents of unacceptable behaviour are not logged and recorded as diligently as they should be. In particular, actions taken by staff after an incident are not recorded with sufficient accuracy. As a result, there is no analysis or evaluation of behaviour to help

leaders take action to improve behaviour in school.

- Pupils are taught through lessons and assemblies how to keep themselves safe, including when on the internet. They are aware of what cyberbullying is and know what to do if they become worried. Pupils are also taught how to stay safe on the roads.
- Staff keep appropriate records about pupils and families who need additional support. These records demonstrate that leaders provide appropriate support for pupils and families, referring them to other agencies when needed.

### Quality of teaching, learning and assessment

### Inadequate

- Over time, teaching has not helped pupils to make the progress they should. Instability in teaching has contributed to many pupils missing out on important knowledge, understanding and skills, particularly in reading and mathematics. This has had a significant and negative impact on pupils' progress. As a result, pupils do not make the progress of which they are capable, particularly in key stage 2.
- Inconsistencies in the school's assessment arrangements mean leaders and teachers do not have an accurate picture of pupils' progress.
- The quality of teaching is inconsistent. Teachers do not challenge the most able pupils well enough. This is because teachers' expectations of most-able pupils are not high enough. As a result, pupils often spend too long doing tasks that are not sufficiently demanding. Pupils do not move on in their learning as swiftly as they could. This prevents pupils from reaching the standards of which they are capable.
- The progress of pupils currently in the school continues to be slow because leaders do not ensure that teachers consistently set work that is well matched to pupils' needs.
- Teachers do not remedy pupils' misconceptions or clarify the actions pupils need to take to be successful in their learning.
- There are few opportunities for pupils to consolidate and deepen their skills in reading, writing and mathematics across a range of subjects. Moreover, pupils do not have frequent opportunities to develop their subject-specific knowledge, skills and understanding in subjects such as science, history and geography. As a result, pupils in several year groups make insufficient progress in these subjects.
- There is some evidence in pupils' work from Years 5 and 6 to indicate that the teaching of mathematics is improving. However, in several classes, pupils lack confidence in showing or explaining how they work out answers, for example in reasoning and problem-solving activities.

### Personal development, behaviour and welfare

### Requires improvement

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' engagement in their learning is not always as strong as it could be. This

generally occurs when teachers do not match tasks to pupils' abilities.

- Too many pupils are unsure about how to deepen their knowledge, understanding and skills in reading and mathematics. This affects their confidence as learners. Some pupils in key stage 2 do not have a clear idea of how to be a successful learner, because teachers do not provide them with clear information about how to do better.
- Some pupils take pride in their work. However, this is not consistent across the school. Where teachers' expectations for the quality and presentation of work are higher, pupils respond well. However, these higher expectations are not consistent.
- The school ensures that pupils know how to stay safe online. Pupils talk knowledgeably about the information that should not be shared when using the internet. Visitors from the NSPCC commented to inspectors that, over the past 6 years of visiting the school, pupils in Year 5 and Year 6 always show maturity when discussing difficult issues around keeping safe.
- Parents and pupils report that bullying occurs but that it is not frequent. Some pupils spoke of not telling an adult because it is seen as 'grassing'. School records show that leaders need to ensure sharper recording of incidents to make sure that subsequent action by staff and leaders is swift. Parents say that their children are safe in school, although some voiced concerns about issues not being followed up.
- Many pupils are often polite, displaying good manners. However, a small number of pupils do not treat other pupils with respect.

## Behaviour

- The behaviour of pupils requires improvement.
- Most pupils are respectful and considerate towards other pupils and adults. They are courteous and respond appropriately to instructions. Pupils conduct themselves well as they move around school.
- In some lessons, pupils become restless and lose focus when activities are not challenging enough or well matched to their needs. This is more evident in lessons where teaching is weaker, resulting in some low-level disruption.
- Pupils' attendance was above average last year. This is an improvement on the previous two years, when it was below average. Disadvantaged pupils and those with SEND also attend well.

## Outcomes for pupils

## Inadequate

- Pupils underachieve in key stage 2. They do not make enough progress from their different starting points in all subjects. Pupils are not well prepared for the next stage of their education. The three-year-average reading and mathematics attainment score was in the bottom 10% of schools nationally.
- The work in pupils' books shows that currently, progress in reading, mathematics and in a wide range of other subjects, varies too widely across Years 3 to 6. Overall, too many pupils make slow progress. As a result, they do not reach the standards of which

they are capable.

- Overall attainment in key stage 1 has been broadly in line or above national averages for the past three years. The proportion of pupils who achieved greater depth was in line or above national average for the past three years in writing and mathematics.
- In key stage 1, the proportion of disadvantaged pupils who achieved expected standards in reading, writing and mathematics in 2018 was below average. Girls' attainment was below average in reading, writing and mathematics last year. The progress of the majority of pupils with SEND was below average for reading, writing and mathematics in 2018.
- The proportion of pupils attaining the expected standard in the Year 1 phonics screening check has been above or in line with the national average. This reflects the effective teaching of phonics in key stage 1 and early years.

### Early years provision

### Inadequate

- Leaders have not made sure that the setting meets the requirements of the early years statutory framework, particularly in relation to anticipating risks to children, staffing levels and the qualifications of staff.
- Toilets in the early years are not sufficiently hygienic and changing facilities are unsuitable. In addition, for nursery children to access the toilets they have to leave the classroom, go through the outside area, and walk into the Reception classroom.
- The early years leader ensures that the learning environment is engaging and that learning is purposeful. There are varied opportunities for creative and imaginative play. Assessment records are detailed, and some identify next steps in learning. However, assessments of children's abilities on entry to school are not precise enough and therefore do not accurately show the true ability of children.
- Children enter Reception with skills and abilities that are typical for their age. The percentage of pupils achieving a good level of development by the time they leave Reception has increased over the last three years. Consequently, most are well prepared for the key stage 1 curriculum. However, no disadvantaged pupils have exceeded the early learning goals in reading, writing or mathematics during that time.
- On the whole, children behave well and play sensibly together. They follow routines and show good levels of engagement and concentration during their chosen activity.
- Parents report that their children are happy. They appreciate the weekly newsletter and invitations into school once per term to read with their children. Staff put on workshops for parents that assist parents in supporting their child at home.



## School details

Unique reference number	121458
Local authority	North Yorkshire
Inspection number	10059091

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	Joe Jacobs
Headteacher	Sally Lidgley
Telephone number	01944 758 402
Website	<a href="http://www.rillingtonprimary.co.uk">www.rillingtonprimary.co.uk</a>
Email address	<a href="mailto:headteacher@rillington.n-yorks.sch.uk">headteacher@rillington.n-yorks.sch.uk</a>
Date of previous inspection	7 to 8 January 2015

## Information about this school

- This is a smaller than 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 pupils with special educational needs and/or disabilities (SEND) is above average. The proportion of pupils who have an education, health and care plan is below average.
- The proportion of pupils known to be entitled to free school meals and supported through pupil premium is above average.
- Since the previous inspection, the school has experienced many changes in staff, including at senior leadership level.

- The breakfast club and before- and after-school clubs are managed by the school.

## Information about this inspection

- Inspectors observed learning across the school in a range of subjects. Some of these observations were carried out jointly with the headteacher.
- Inspectors looked at pupils' work, talked to them about their learning and listened to them read. They observed pupils' behaviour in lessons and around the school, including at playtimes and lunchtimes. Inspectors gathered pupils' opinions about the school through formal and informal discussions.
- Inspectors scrutinised a range of documentation, including the school's website, self-evaluation and improvement plans, minutes of governing body meetings, safeguarding documents and monitoring records of the quality of teaching and learning. Inspectors also evaluated information relating to pupils' outcomes, behaviour and attendance.
- Inspectors gathered the opinions of parents at the start of the school day. They also took account of the 39 free-text responses to Ofsted's online survey, Parent View.
- Inspectors held discussions with the headteacher and the SENCo. They talked with leaders of English, mathematics and the early years. Inspectors also met with staff responsible for monitoring attendance. The lead inspector held a meeting with the chair of the governing body and one other governor. The lead inspector also met with the local authority school improvement adviser.

## Inspection team

Kathryn McDonald, lead inspector	Ofsted Inspector
Jane Nolan	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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