

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

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

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Inspection dates: 12 and 13 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils' caring attitudes at St Cuthbert's reflect its strong Christian ethos. Pupils know and understand the importance of demonstrating the shared 'CHAMPS' values, which include honesty and perseverance. They say that that is why the school 'is a safe and caring place to be'. Pupils work hard because leaders and teachers have high expectations of them, both academically and socially. Pupils have high aspirations and want to succeed. They take notice of the figureheads of their school houses, which celebrate well-known figures, such as Stephen Hawking, who achieved great success against the odds.

Pupils say that bullying is not tolerated at their school and that this makes it a rare occurrence. Leaders' detailed records confirm that this is the case. Behaviour in and around school is good. Courtesy, humour and good manners are commonplace. Pupils benefit from a comprehensive and well-considered personal, social, health and economic education programme. This is ambitious. Leaders are unashamed in tackling important issues with pupils in a thoughtful, age-appropriate manner. As a result, pupils talk with eloquence and confidence about life in modern Britain.

## **What does the school do well and what does it need to do better?**

This school has been on a journey of improvement. Pupils, staff, parents and carers acknowledge the changes that have been made. Leaders are committed to ensuring that this journey continues at pace.

In the past 12 months, leaders have adopted a new approach to teaching phonics. Leaders have ensured that teachers follow the phonics programme to the letter. This is key to the success of this approach. The youngest children know how to 'chunk' harder words to read them. Key stage 1 pupils are able to read many words by sight. They use their phonics knowledge to successfully read words that they do not know. Teachers use their knowledge of pupils and their regular assessments to spot gaps in the phonics knowledge of each individual. Pupils enjoy books; they read often and widely. There is a rich selection of well-curated books available throughout the school. Training for teachers and teaching assistants is of good quality. The English leader helps teachers by providing extra support and coaching. By the end of Year 1, most pupils are able to read with confidence.

Leaders have carefully introduced a well-considered and ambitious curriculum to the school. Through their detailed plans, leaders have ensured that the sequencing of lessons in subjects such as geography and science helps pupils to learn new knowledge step by step. Key ideas, such as sustainability, weave through lessons, helping pupils to link new learning to what they already know. Teachers ensure that lessons include a recap of previous learning. This helps pupils remember more over time. While leaders have worked collectively across the federation to create these solid plans, they have not had the opportunity to monitor how well teachers are delivering lessons in subjects in the wider curriculum. Leaders have identified this and have plans in place to do so.

Leaders are mindful that the introduction of a new curriculum is a gradual process. While all subjects in the national curriculum are being taught, they know that there is more work to do in subjects such as art, music, and design and technology.

All pupils try their best. In Nursery and Reception, children play and learn together happily. Older pupils show increasing resilience and determination. There is very little low-level disruption in lessons. Where this does happen, teachers and classmates correct pupils with kindness. Pupils with special educational needs and/or disabilities (SEND) learn alongside their classmates. Teachers make thoughtful changes in lessons, so that pupils with SEND can access the work. These can be the way pupils record work or having a list of essential vocabulary as well as the support from the well-trained adults in each classroom.

Leaders provide many different opportunities that help pupils grow into considerate people who make the right choices. Pupils are able to make these choices because leaders ensure that they are equipped with a wealth of knowledge relating to life in the modern world. For example, pupils demonstrate a depth of thinking and knowledge of aspects such as race and religion. They talk about equality and disability with interest and insight. Both pupils and parents comment that the extensive, varied experiences of extra-curricular activity have not returned to the school. The school has reintroduced extra-curricular activities, such as table-top games and sport, but leaders have plans to increase these further.

Staff are unanimous in saying that they feel valued and supported by leaders. Teachers appreciate being part of the Upper Nidderdale federation. The approach that leaders have established in sharing and receiving expertise is welcomed. The morale of members of staff is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding training for staff and governors is thorough. Staff record issues well. This enables leaders to maintain a close scrutiny of any incidents and to analyse and act on any causes for concern. Keeping safeguarding at the forefront for all staff is a priority for leaders. Leaders provide regular updates and briefings in staff meetings.

Teachers know how to raise a concern. Staff know the whistle-blowing policy. The safeguarding governor checks safeguarding records regularly. Risk assessments are in place for school activities.

Pupils learn how to keep themselves safe, including online. Pupils demonstrate a mature awareness of the risks of online activity and of the dangers that can present themselves in everyday life. For instance, pupils' awareness of the dangers of county lines and criminal exploitation are well developed.

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

### (Information for the school and appropriate authority)

- Subject leaders' checks do not currently ensure that the curriculum is being implemented effectively. Some teachers plan activities that do not match curriculum plans. Leaders should ensure that subject leaders and their teams have capacity to monitor and evaluate the delivery of the curriculum so that this does not happen.
- In a few subjects, such as art, music, and design and technology, the sequence of learning within the curriculum design is not fully embedded. Consequently, these subjects do not offer pupils what leaders intend. Leaders should ensure that the new curriculums are implemented effectively so that pupils enjoy and achieve well in all subjects.
- There is not a breadth of extra-curricular opportunities, such as after-school clubs and activities. This means that pupils do not receive additional opportunities, beyond the school day, to develop their talents and interests. Leaders should work with pupils and the community to develop a wider menu of activities.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	121549
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10242025
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Abigail Broadley
<b>Headteacher</b>	Nicola Thornber
<b>Website</b>	<a href="https://uppdernidderdalefed.school">https://uppdernidderdalefed.school</a>
<b>Date of previous inspection</b>	3 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Upper Nidderdale Primary Federation that was formed in January 2022.
- There have been extensive changes in staffing since the last inspection. The new executive headteacher and deputy headteacher were appointed in April 2021.
- A new federation governing body was established in January 2022. There is one governing body across the new federation.
- The school was judged to be good at its most recent inspection of denominational education and the content of the school's collective worship under section 48 of the Education Act 2005. The school's most recent section 48 inspection took place on 16 November 2021. Section 48 inspections were suspended due to the COVID-19 pandemic. They restarted in September 2021. The next section 48 inspection will be within eight years of the previous section 48 inspection.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and other staff. An inspector met with the governing body.
- Inspectors looked in detail at reading, mathematics, science and geography. They talked to leaders and teachers about their curriculum plans. They also talked to pupils about what they knew and remembered in these subjects. They looked at pupils' work and visited lessons.
- Inspectors met with leaders with overall responsibility for safeguarding and looked at school records. They also scrutinised the single central record.
- Inspectors considered responses to Ofsted's staff questionnaire and responses to Ofsted's Parent View questionnaire, including free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to a number of parents at the school gate.

## Inspection team

Marcus Newby, lead inspector

His Majesty's Inspector

Roger Ward

Ofsted Inspector

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