

# Inspection of a good school: Riccall Community Primary School

Riccall, Coppergate, York, North Yorkshire YO19 6PF

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Inspection dates: 4 and 5 May 2023

## Outcome

Riccall Community Primary School continues to be a good school.

## What is it like to attend this school?

Leaders have created a welcoming environment. Pupils enjoy their time at school. The relationships between pupils, their peers and adults are warm and respectful. Pupils, as well as their parents and carers, value the nurturing approach of staff.

In lessons, pupils focus on their learning. They usually meet leaders' high expectations of pupils' conduct. When pupils do fall below the standard expected, adults skilfully re-engage pupils with their learning. Teachers reward pupils regularly for their efforts and achievements. Bullying is rare. Pupils understand the importance of being kind to each other. When bullying does happen, pupils have confidence in adults to resolve it effectively.

Leaders provide pupils with opportunities to enrich the academic curriculum. For example, in their outdoor education lessons, pupils have made replicas of tools used by people in Stone Age Britain to reinforce their learning of history. There is a range of clubs and activities in which pupils participate. Much of the offer takes place at lunchtime to accommodate pupils' commitments outside school. The offer is varied, including activities such as chess, sports, reading, arts and the 'mini-minds' mindfulness club. These provide positive opportunities for pupils to develop their interests. The majority of pupils have experienced a residential or overnight stay. Leaders use these residential visits as one way of developing pupils' independence.

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

Since the appointment of the new headteacher in September 2022, leaders, with the support of governors, have reviewed the quality of the curriculum. They have an accurate understanding of its current strengths and areas for development. Leaders have sought to improve the quality of the curriculum in a timely way. They balance these improvements and staff workload well. These incremental changes are improving the standard of education provided and are benefiting pupils.

Leaders have ensured that the development of language and reading is prioritised across the school. They have trained staff in how to deliver the school's new phonics scheme. Teachers apply this training to teach phonics lessons using a consistent approach. When pupils encounter unfamiliar words, they use their phonics knowledge to read them. Adults support pupils who need additional help with their reading effectively. Pupils read daily during 'everyone read in class' sessions. Staff encourage pupils to read widely for pleasure at home. For example, many pupils are working towards completing the '100 books' challenge. Pupils enjoy the rewards they receive for the amount of additional reading they complete.

Subject leaders have considered what pupils know from the early years when planning what pupils will learn in key stages 1 and 2. In more established subjects, such as mathematics, leaders have identified and broken down the most important knowledge they want pupils to remember. Teachers explain this clearly and in a logical order. They build on what pupils already know and check on pupils' understanding. As a result, pupils' knowledge of these subjects is secure.

Some subjects, such as history, are at an earlier stage in their design. In these, the most important knowledge is not precisely defined by leaders. Where this is the case, although pupils complete the planned activities, some pupils do not remember the most important knowledge. Teachers do not check pupils' understanding of this most important knowledge routinely, and some misconceptions go uncorrected. As a result, pupils are not as confident to use this knowledge when they encounter new learning where it may be relevant.

The curriculum that leaders have designed for pupils in the early years is ambitious and well sequenced. Leaders understand what children need to know, and be able to do, to be well prepared for key stage 1. Adults check that children are securing the intended knowledge and skills effectively. Leaders make sure that all adults working with these children know how planned activities support children's development. Children are well prepared as they move into Year 1.

Teachers understand the needs of pupils with special educational needs and/or disabilities (SEND). Leaders use external agencies, such as the local authority's communication and interaction team, well to improve their understanding of how to meet pupils' needs. Teachers adapt their teaching effectively so that pupils with SEND access lessons successfully.

Pupils revisit important learning, such as how to keep healthy and relationships education, each year. Leaders outline these themes in assembly and then build on the topics in personal, social and health education (PSHE) lessons. In these lessons, pupils have opportunities to debate and discuss important issues, including race and other beliefs. Some pupils' knowledge of fundamental British values and other faiths or beliefs is not as detailed as leaders intend.

Parents are supportive of the actions which leaders take to improve the school. They share the ambitious vision of leaders and governors. Governors have an accurate understanding of the strengths of the school, and the priorities to improve it further. They

make their own checks to supplement what leaders tell them. In some aspects of the school's improvement, leaders have not identified the milestones by which they will measure their success. This sometimes limits governors' ability to provide greater support and scrutiny.

## **Safeguarding**

The arrangements for safeguarding are effective.

Adults understand the importance of their roles to safeguard pupils. They know how to report concerns about a pupil's welfare and do so promptly. Leaders understand the risks to pupils in the community. They use this knowledge to inform the PSHE curriculum. During these lessons, pupils learn how to keep themselves safe online, as well as how to maintain a healthy lifestyle. Leaders provide opportunities for pupils to discuss their worries with a trusted adult. Pupils make good use of these discussions as one strategy to help them maintain good mental health.

Leaders make appropriate pre-employment checks on adults. They have updated the systems to maintain records of safeguarding concerns. Leaders have provided staff with training in how to use these systems. Records show that leaders take suitable and prompt actions which support pupils to keep safe.

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

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

- In some subjects, particularly foundation subjects such as history, leaders have not broken down the most important knowledge that they want pupils to know into precise small steps. In these subjects, teachers are not as clear about what pupils are required to remember from a sequence of learning. Leaders should develop their current work on ensuring that the long-term aims of the curriculum are broken down into small steps and that these are commonly understood by teachers.
- In some aspects of their school improvement work, leaders have not identified the short- and long-term success criteria that they will use to measure the impact of their actions. This limits the ability of leaders, including governors, to hold themselves to account or to identify when a strategy is not being successful. Leaders should ensure that they clearly define how they will check whether a new initiative is having the impact they intend.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within

one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2012.

## **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>	121457
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10255864
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair of governing</b>	Mike Sheedy
<b>Headteacher</b>	Jamie Llewellyn
<b>Website</b>	<a href="http://www.riccallprimary.co.uk">www.riccallprimary.co.uk</a>
<b>Date of previous inspection</b>	17 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher began in his post in September 2022.
- The school does not use any alternative providers.
- The school has expanded the early years provision since the previous inspection. Following the closure of a private nursery on the school site, the school offers early years provision for two- and three-year-olds.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with members of the governing body.
- During the inspection, the inspector met with the headteacher. The inspector also met with other senior and middle leaders, including those responsible for safeguarding, early years, personal development and SEND.

- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- A range of documentation regarding the support pupils with SEND receive was reviewed by the inspector. The inspector looked at the quality of the provision for pupils with SEND in lessons.
- The inspector met with the designated lead for safeguarding. They checked records of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record of recruitment checks. A small number of administrative changes were made to the single central record during the inspection.
- A wide range of pupils and staff talked with the inspector, formally and informally, about the safeguarding culture in school over the course of the inspection.
- The inspector scrutinised a range of documentation, including the school's self-evaluation and improvement plans.
- The inspector spoke with the school's local authority school improvement partner.
- A range of information regarding behaviour and attendance was reviewed by the inspector. They observed the behaviour of pupils at social times.
- The views of parents, pupils and staff who responded to Ofsted's surveys were considered.

### **Inspection team**

Thomas Wraith, lead inspector

His Majesty's Inspector

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Piccadilly Gate  
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