

Inspection of Rosedale Abbey Community Primary School

Rosedale Abbey, Pickering, North Yorkshire YO18 8SA

Inspection dates: 1 and 2 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a small and friendly school. Its vision is to raise pupils' aspirations, develop a strong community and to value each individual. The school is successful in doing so. The 'spirit' values can be seen throughout the school. Resilience, inquisitiveness and tolerance are examples of these. Pupils achieve well from Nursery through to Year 6. They benefit from an excellent personal, social and health education programme.

Pupils are respectful to each other and behave well. They feel safe. They say that any unkind behaviour is rare. If ever pupils fall out with each other, teachers help them to iron this out. This includes children in the early years.

The school works closely with the other school in the federation. 'Federation Thursday', where pupils from both schools are taught together, helps pupils to socialise and widen their circle of friends.

The school is at the heart of the community. Pupils and staff are very involved in the annual Rosedale show, for example. The school ensures that pupils have a wide range of experiences. Swimming, museum visits, developing cooking skills at a local professional kitchen and yoga enrich the curriculum.

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

The curriculum at school is well thought-out. Pupils are taught in mixed-age classes. Teachers and teaching assistants know how well each individual pupil is doing in different subjects. They then plan to help individuals to deepen their knowledge and build on what they already know. This includes children in the early years. However, sometimes the exact knowledge that the school wants pupils to learn and remember is not clearly identified in some subjects.

By the time pupils leave Rosedale Abbey, they are ready for the next stage in their education. Pupils achieve well by the end of Year 6. In art, for example, pupils are able to produce high-quality felting and have a good understanding of how to paint landscapes with water colours. Their mathematical understanding is strong.

The school prioritises reading. Teachers and teaching assistants follow the phonics programme to the letter. They deliver it successfully. Children in the early years start to learn to read from the very beginning of Reception. As pupils progress, they use their phonics knowledge to successfully read new words. Teachers use regular checks to spot gaps in pupils' phonics knowledge. Teachers use this information to help individual pupils to catch-up. This is effective. Training for teachers and teaching assistants is of good quality. Pupils enjoy books; they read often and widely.

The school knows each individual pupil well. Although there are very few pupils with special educational needs and/or disabilities (SEND), the school has identified pupils that may need additional support to help them to overcome any barriers in their

learning. Teachers support these pupils effectively by tailoring any activities to help pupils to succeed.

Pupils treat each other with respect. Children in the early years are independent and confident. Pupils and children throughout the school behave well. Only the gentlest of nudges are needed to help pupils focus in lessons if their minds are wandering. Pupils worked with staff to develop the behaviour system. Pupils and staff understand what 'wow' behaviour, good behaviour and 'wobbly' behaviour looks like. Pupils behave well the vast majority of the time. The school has focused on increasing pupils' attendance. Pupils now attend school regularly and often.

The personal, social and health education programme is strong. It reflects the needs of the pupils living in the area. For example, farm safety and the dangers of quad biking are covered. Pupils learn about different religions, positive relationships, healthy lifestyles and mental health, among other topics. Pupils understand how to keep themselves healthy and safe.

Governance of the school is strong. Governors have ensured that the school benefits from being part of the federation. This includes the way in which different curriculum areas are developed and monitored. Governors, leaders and staff have worked together to ensure that pupils at this small school receive a good standard of education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes the exact knowledge that the school wants pupils to learn and remember is not clearly identified. Occasionally there is a lack of clarity about what essential knowledge needs to be taught in different subjects. Pupils occasionally develop gaps in their knowledge as a result. The school should ensure that there is even greater clarity in the key knowledge that they want pupils to learn across the curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121313
Local authority	North Yorkshire
Inspection number	10297306
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	24
Appropriate authority	The governing body
Chair of governing body	Sally Clifford
Headteacher	Nichola Oxtoby
Website	www.rosedaleabbey.n-yorks.sch.uk
Date of previous inspection	18 September 2018, under section 8 of the Education Act 2005

Information about this school

- Rosedale Abbey Community Primary School is a much smaller than the average-size primary school set within a rural community.
- The school formally federated with Nawton Community Primary School on 1 April 2013.
- The federation is has one headteacher and one governing body across both schools.
- The school does not use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- An inspector met with representatives from the local governing body and a spoke with a representative from the local authority.
- The inspectors met with the headteacher, federation senior leader and other colleagues responsible for provision across the federation. Meetings were also held with colleagues responsible for different curriculum subjects.
- The inspectors carried out deep dives into reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum and its delivery in history.
- The inspectors observed pupils' behaviour in classrooms, around the school and at lunchtime. The inspector spoke with pupils about their views of the school and their learning, behaviour and safety.
- The inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View. This included comments received via the free-text facility. The inspector spoke to staff and pupils about their experiences at school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Michael Wardle, lead inspector

Ofsted Inspector

Alison Stephenson

His Majesty's Inspector

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