



# Pannal Primary School

## Inspection Report

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**Unique Reference Number** 121429  
**LEA** North Yorkshire  
**Inspection number** 281014  
**Inspection dates** 27 March 2006 to 28 March 2006  
**Reporting inspector** Mr Peter Howard CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Pannal Green
<b>School category</b>	Community		Pannal
<b>Age range of pupils</b>	5 to 11		Harrogate, North Yorkshire HG3 1LH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01423 872407
<b>Number on roll</b>	289	<b>Fax number</b>	01423 879846
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D Hill
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mrs E Elvidge

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This larger than average school serves an area of well above average economic advantage. The proportion of children eligible for free school meals is extremely low. The proportion with learning difficulties and/or disabilities is well below average. A very small number of children are from minority ethnic groups and few of these children are in the early stages of learning English. The proportion of children who enter or leave school during the school year is above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school judges its overall effectiveness to be satisfactory. Inspectors agree and also find that the school has some good features. It is particularly successful in promoting children's personal development and well-being. A strong commitment to providing high quality care results in children developing as confident, mature individuals. Quality and standards in the Foundation Stage are good. Children enter school with skills and knowledge that are above average for their age and at the end of Year 6, standards are again above average. Children make satisfactory progress, but they could do better. This is also the school's judgement and they are introducing a range of strategies to accelerate progress. These include comprehensive assessment procedures, planned to help children improve their work, and improvements to systems for tracking progress. These measures are beginning to have an impact on learning, particularly in English, but they are not yet consistently applied across the school. Although never less than satisfactory, the difference between the least and most effective teaching is too wide. The curriculum is good, with a wide range of enrichment activities. The headteacher provides effective leadership and she is well supported by senior managers and a committed staff. Links with parents, other schools and the community are good. Progress since the last inspection has been good. The school knows its strengths and areas for development well and staff are committed to taking the school forward. In this context, the school has good capacity to improve further. Value for money is satisfactory.

### What the school should do to improve further

Focus on improving the progress children make by:

- reducing the variance in the quality of teaching by helping all teachers to develop the qualities demonstrated by the best teaching.
- ensuring the consistent implementation of a range of assessment strategies to help children improve their work.

## Achievement and standards

### Grade: 3

The school judges achievement and standards to be satisfactory and inspectors agree. Most children start school with skills and knowledge that are above average for their age. In Reception, they make steady progress in all areas of learning and by the end of the year they attain standards that are above average. At the end of Year 2, standards attained in reading and mathematics are typically above average and in 2005 were well above average. Standards in writing are typically average. At the end of Year 6, children attain standards in English that are consistently above average. Although standards in mathematics continue to be above average, the school has identified a gradual downward trend due to a weakness in number work. They have already implemented a number of strategies that are on track to reverse this trend. Standards in science have been above average in recent years, but in 2005 were average. The

school has recently introduced a range of teaching strategies to ensure that children can achieve challenging targets. Implementing these strategies first in the teaching of English, their impact is evident in above average progress in that subject. Progress throughout the school in mathematics and science is satisfactory. Children with learning difficulties and/or disabilities also make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development, including their spiritual, moral, social and cultural development, is good. Children are confident and articulate. They understand the importance of doing well at school and they appreciate the effort made by staff to make learning fun. As a result, they have a positive attitude to school and enjoy learning. Behaviour is good, although a small minority of children lack maturity and struggle to maintain self discipline. All children benefit from the school's positive behaviour policy, which encourages the development of teamwork. For example at sports day, children compete in teams and points are awarded for cooperation as well as individual achievements. The school offers many opportunities for children to take responsibility and they carry out their roles conscientiously. Children respond well to the school's expectation that they look after each other, for example, the 'listeners', a group of Year 6 children who have been trained to help children with personal issues, are valued by children. They are aware of the need to keep themselves safe. The school council gives children a say in the life of the school and helps them develop their understanding of citizenship. Children are becoming aware of the benefits of healthy eating and participate well in the school's good range of sports clubs. Effective teaching of basic skills, including information and communication technology (ICT), prepares children well for the world of work. All of this is reflected in children's above average attendance.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory, although there are elements of good and outstanding teaching. However, there is a wide difference between the least and most effective teaching, an issue that the school is addressing. In the best teaching, lessons progress at a good pace, questioning extends children's understanding and they make good progress. In teaching that is otherwise satisfactory, some work is inaccurately matched to children's needs and teachers do not effectively engage them all in learning. Identifying declining attainment in mathematics in Key Stage 2, the school has responded effectively. For example, the way children are grouped to learn mathematics has been changed, so that all children are effectively challenged. There has been a strong start on the use of a range of strategies to help children improve learning, such as the use of learning objectives and success criteria. These strategies have contributed to improving progress in English. However, they are not yet

consistently applied across the school. There is some outstanding use of music and dance to explore other cultures. Children who have learning difficulties and/or disabilities are identified as early as possible and their needs are met effectively.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum and other activities is good. Following a period of innovation in the Foundation Stage, during which a very formal organisation was replaced by an approach dedicated to the early years of schooling, provision is good. Teachers throughout school are making increasingly effective use of collaborative planning to improve provision in all subjects. The school makes appropriate adaptations to the curriculum in response to analysis of performance data about standards and progress; for example in mathematics, by revising the curriculum for the teaching of number work. There is good provision for personal, social and health education. The curriculum is strongly enriched by a wide range of sporting, musical, cultural and out of school activities and competitions. The school makes imaginative use of the school grounds and local environment to make work more interesting. Residential work in Years 5 and 6 is a very positive feature, which promotes children's academic and personal development well. Pupils have a good understanding of high risk situations through attendance at "Crucial Crew" and fire safety discussions, for example before bonfire night.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. Pupils feel safe in school and have the confidence to approach adults with any concerns. There are effective arrangements for child protection and health and safety procedures are good. Foundation Stage teachers ease young children's start in school through very strong contacts with families, local nurseries and childcare providers. Transition to Year 7 is supported by good links with local secondary schools. The school is making increasingly effective use of data about pupil progress to plan provision to meet individual pupils' needs. The school is working successfully to improve procedures for guiding children's learning. However, they are not yet consistently implemented to ensure that children always understand what they must do next to improve their work. Children with learning difficulties and/or disabilities are well supported. There is a good partnership between parents, who have confidence in the school, and school staff, which supports children's learning effectively.

## **Leadership and management**

### **Grade: 3**

The school judges leadership and management to be satisfactory and inspectors agree. The headteacher has an inclusive vision for the school and is committed to ensuring all children achieve their potential. She is well supported by senior managers and the

school has a good capacity to improve further. The school's own evaluation of its performance is accurate and this has underpinned improvement in children's personal development and continuing good standards of attainment. Children make satisfactory progress throughout school and school leadership is committed to accelerating this. A range of appropriate strategies is being implemented, including new approaches to assessment and increasing rigour in the tracking of children's progress. These are beginning to have an impact on children's learning, but are not yet consistently applied across the school. The school correctly recognises the need to extend staff involvement in decision making and further develop the skills of subject leaders and is already taking appropriate action. School development planning is satisfactory, but greater clarity is required if the plan is to be fully effective. Governors are supportive, well informed and committed to the school and are effective in helping the school to move forward. With the headteacher, they are managing the consequences of the school's falling roll well. Within that positive picture, greater understanding of school performance data on the part of governors would help to ensure they can play their part more fully. Parents and pupils are consulted about aspects of school life and feel that their views are listened to and acted upon.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us to your school and being so friendly. We enjoyed our visit.

What we liked most about your school:

- how hard all the staff in school work, how well they look after you and keep you safe and how much they want you to do well in school
- the conversations we had with you that showed us how grown up most of you are when you talk about school life
- that most of you behave so well and work so hard
- the way you get involved in school life and the good school council which helps the school to run well
- the good range of activities the school offers to make the work you do exciting and interesting
- your success in local competitions in music and sport.

We also think that the use by your teachers of learning objectives, success criteria, setting you targets and asking you to decide how well you are doing, are really good ideas. We have asked them to make sure that these ideas are used in all classes and in all subjects.

We have also asked Mrs Elvidge to help all teachers to teach as well as they can.

We enjoyed meeting you and seeing you in your lessons and we wish you all well for the future.