

Rillington Community Primary School

Inspection report

Unique Reference Number	121458
Local Authority	North Yorkshire
Inspection number	292122
Inspection dates	26–27 June 2007
Reporting inspector	Rosemary Rodger

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	3–11
Gender of pupils	Mixed
Number on roll	
School	137
Appropriate authority	The governing body
Chair	Mr S Atkinson
Headteacher	Mr D Swann
Date of previous school inspection	27 January 2003
School address	High Street Rillington Malton North Yorkshire YO17 8LA
Telephone number	01944 758402
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This small village school serves a mixed rural area. Several pupils attend the school from surrounding villages, as well as the immediate locality. The proportion of pupils having free school meals is below average. The majority of pupils are of White British origin. An average number of pupils have learning difficulties and/or disabilities. There has been a marked turnover of staff in the past year, including the appointment of a new headteacher. The school recently achieved a Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features in the personal development and well-being of its pupils and their care, guidance and support. Standards are average and achievement is satisfactory, although more able pupils do not achieve as well as they could. Pupils' personal development and well-being are good. They enjoy school and demonstrate thorough understanding of the effects of exercise on their bodies and how this keeps them healthy. This is well reflected in the achievement of the recent Healthy School Award. Pupils are well cared for and supported, especially those with learning difficulties and/or disabilities, who make good progress as a result. Pupils' confidence develops well because of the encouragement they are given through recognition of their individual talents. As pupils said, 'We feel so much more confident now that we know what we are good at doing.' Standards and quality in the Foundation Stage are good. The Nursery and Reception children learn effectively because of good teaching and well planned activities. The staff provide a good balance between teachers working with small groups and children learning independently.

Teaching is satisfactory and improving. Pupils make satisfactory progress in lessons. They work hard and have good attitudes to learning. Lessons are appropriately planned but sometimes there is a lack of clarity as to what pupils are expected to learn. The curriculum is satisfactory. Every opportunity is taken to prepare pupils for future life, for example, through visitors talking about their jobs. A review of the curriculum is underway, although is not yet taking sufficient account of the ways pupils' basic skills may be applied to topics of interest. Parents are full of praise for the swift actions taken to reduce class sizes in Key Stage 2 and the good support provided for pupils with learning difficulties and/or disabilities. The school has just begun to keep a record of pupils' progress from year to year. Consequently, its implementation is rather patchy and some pupils are not provided with sufficient challenge in lessons.

The headteacher has rapidly secured the confidence of the school community. He has a sound understanding of what needs to be done to improve achievement and is taking appropriate actions to do this with the support of the senior management team. Governors provide adequate support and know the school well. The self-evaluation completed by the headteacher and staff identifies most of the school's strengths and weaknesses. It is satisfactory. The teaching of writing is beginning to improve. There has been sound improvement since the last inspection. The school has a satisfactory capacity to improve and provides satisfactory value for money.

What the school should do to improve further

- Improve the quality of teaching so that expectations and level of challenge for all pupils are raised.
- Ensure that recently introduced assessment systems are consistently implemented.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are in line with what is typically expected of three-year-olds when they start school. Children make good progress and achieve above the national averages in all areas of learning

by the time they start Year 1. The number of pupils in each year group is very small and varies considerably from year to year. Caution is needed in comparing the results of national tests. Progress in Key Stage 1 is satisfactory although more able pupils do not achieve the levels of which they are capable because not enough is always expected of them. This has an impact on the overall results by the end of Year 2, which were average in 2006 in reading and mathematics and above average in writing. By the end of Year 6, standards were average in reading, writing and mathematics in the 2006 national tests with some underachievement by more able pupils, particularly in English and science. Standards for the current Year 6 pupils show improvement, as a result of the impact of some good teaching. In addition, the actions to improve writing and the additional support provided to Year 6 pupils, working before and after school in the 'booster' classes, have had a positive impact. The pupils were full of praise for the confidence this gave them before they completed their national tests. Pupils with learning difficulties and/or disabilities make good progress because they are well supported by talented teaching assistants.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are good. They all enjoy school and say, 'It's great because we develop our confidence.' This was well exemplified in the confidence shown in assembly by a demonstration of their talents in, for example, using a hula hoop. Behaviour is good and pupils say their playtimes are safe and free from bullying or fighting. Keeping fit is always a priority, well exemplified in the enjoyment of play and lunchtime games on the vast playing field and competitive and other sporting events held after school. Pupils vividly describe the effects of exercise on their bodies. They understand which foods are healthy because of the banning of sweets, chocolate biscuits and other unhealthy foods in school. Pupils would like to have a stronger voice in school matters, for example, through a school council. The school has taken their views on board and has firm plans to set one up in the near future. Pupils enjoyment of school is well reflected in the improvements to attendance this year which is now average. Personal, social and emotional development is exceptionally well developed in the Foundation Stage as shown by the high attainment by the time they start in Year 1.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Relationships between staff and pupils are good. This results in good behaviour and attentive pupils. The contribution of teaching assistants makes a palpable impact on learning throughout school particularly for children in the Foundation Stage and for pupils with learning difficulties and/or disabilities. Information and communication technology (ICT) is used well in some classes to maintain pupils' interest and enjoyment. The wide range of pupils' needs are generally satisfactorily catered for, although there is too little challenge for more able pupils and expectations are not high enough in some classes. Staff are just beginning to implement the recently introduced systems to assess progress in lessons. However, what pupils are expected to learn is not always made clear enough at the start of lessons or shared with the pupils, which leads to some confusion. Pupils' work is regularly marked and sometimes they are provided with guidance on how to improve, but this is inconsistent.

Curriculum and other activities

Grade: 3

The satisfactory curriculum ensures that pupils enjoy learning. A review of the curriculum is underway, with several subjects now being taught alongside each other in a 'topic'. This does not yet take enough account of literacy and numeracy to enable pupils to apply these key skills in the work they do, particularly in Key Stage 1. It is good at times in Key Stage 2: for example, good application of ICT skills was seen in Key Stage 2 as pupils prepared articles for a school newspaper based on a study of the locality. Some pupils do not feel they take on many responsibilities in school or get involved enough in helping in the community. This is a school priority. Learning is enriched through visits to places of interest. Education for health and safety is good. Pupils really appreciate the choir recently started in school and the ways they are prepared for later life though the awareness of the career options available to them. The Foundation Stage works well and staff provide a good balance between indoor and outdoor learning, despite limitations of the resources for the outdoor learning area.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils are well cared for and those with learning difficulties and/or disabilities are supported admirably in school and by outside support agencies. This is much appreciated by parents. Arrangements to ensure pupils are kept safe are carefully attended to. Pupils themselves are aware of the risks that trips may pose. Systems to record accidents are exemplary. All staff are first aiders and they are familiar with the procedures to follow in the event of a child protection issue arising. Arrangements to safeguard pupils meet requirements. The recently introduced system to track the progress of individual pupils is still unfamiliar to some staff and used inconsistently. This means that some pupils do not learn at a fast enough rate.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has made a good start by involving all staff in developments and reorganising classes to reduce the very large class sizes in Key Stage 2. Parents are full of praise for the practical steps taken to improve school for their children. This is well exemplified in their comments, 'Our concerns are promptly dealt with.' Staffing changes shortly after the headteacher took up post have meant that some school improvement priorities have been slower to make an impact across the school, for example, teaching methods and the new system to record pupils' achievement. Arrangements to monitor the school's performance are progressing satisfactorily with good support from the local authority. Teamwork is developing well and staff are keen and enthusiastic. The school is managed efficiently on a day-to-day basis.

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Annex A

Inspection judgements

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

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Rillington Primary school, Rillington, YO17 8LA

Thank you all for making my visit to your school so enjoyable. You are very lucky to be in such a friendly school. We all laughed so much in assembly didn't we? I have said that your school is satisfactory because there are quite a lot of changes taking place that will make school even better for you all and you have new teachers and a new headteacher. The good things about your school are your behaviour in classes and around school and the care and concern shown towards you by everyone who works in school. You say you feel safe and grow in confidence because you are praised and valued. The Nursery and Reception aged children have a good time and achieve well. Older pupils have appreciated all the help they have been given this year to help allay their fears about the national tests and were very confident as a result.

Some of you could be making better progress in lessons. I have asked that all your lessons are as good as they possibly can be and as interesting as the one you told me about, when some of you made a volcano and exploded it outside. You can help by continuing to work hard and asking your teacher if you do not understand or if your work is too easy. Practising writing at home would help too.

Enjoy the rest of your time at Rillington School and the long summer holiday.