



# North Rigton Church of England Primary School

## Inspection Report

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**Unique Reference Number** 121579  
**Local Authority** North Yorkshire  
**Inspection number** 292164  
**Inspection dates** 27–28 February 2007  
**Reporting inspector** John Heap

This inspection of the school 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>	Hall Green Lane
<b>School category</b>	Voluntary controlled		North Rigton, Leeds
<b>Age range of pupils</b>	4–11		West Yorkshire LS17 0DW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01423 734540
<b>Number on roll (school)</b>	74	<b>Fax number</b>	01423 734321
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Keith Hemmings
		<b>Headteacher</b>	Mrs Alison Hill
<b>Date of previous school inspection</b>	12 March 2001		

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This small school serves an area with few signs of social and economic disadvantage. Pupils are mainly from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has recently gone through a period of disruption caused by changes to senior staffing and governance. The headteacher was awarded a local Teacher of the Year award in 2006.

## **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 believes its effectiveness to be good, but the inspector judges it to be satisfactory, with some good and outstanding features. The school gives sound value for money. The school accurately judges achievement and standards as satisfactory although it judges other aspects rather generously.

There has been steady improvement as a result of better analysis and development, such as improved English results and better mathematics achievement at Year 2. As a result, the capacity to improve further is satisfactory.

Pupils' personal development and well-being are good. Excellent behaviour and above average attendance are clear indicators of how pupils thoroughly enjoy school. Strong relationships between pupils and with staff mean that pupils feel safe and secure. These important outcomes are the result of the school's exemplary care and the strong promotion of personal development in the otherwise satisfactory curriculum. As a result, pupils are very aware of the need to lead healthy lifestyles and they make a strong contribution to their local communities and further afield, as with their charitable donations.

Achievement is satisfactory across the school. On entry to the Foundation Stage children's attainment is broadly average. Children get a sound start in the Reception class and attain broadly typical standards for their age as they enter Year 1. Standards at the end of Year 2 and Year 6 are broadly average. The school's results in the 2006 national tests for Year 6 pupils showed that pupils had made much more progress in English than in science and mathematics. This was partially due to a higher than usual number of pupils with extra learning needs, and also to shortcomings in the investigative and problem-solving aspects of mathematics and science. Standards in reading are better than those in writing because there are insufficient opportunities for pupils to write in subjects other than English. Pupils with learning difficulties and/or disabilities make expected progress and sometimes better. Pupils identified as gifted and talented make sound progress. Good links with outside agencies provide resources and expertise that challenge and support these groups of pupils. As a result of this overall picture, and the excellent attitudes to work and school, pupils are prepared for their future education and beyond.

The quality of teaching and learning is satisfactory. Good classroom management and the effective work of teaching assistants are particular strengths. Weaker areas include insufficient use of assessment to set challenging targets and to guide marking, particularly in writing, mathematics and science.

Leadership and management are satisfactory. The headteacher leads very well in developing the social ethos of the school and this is much appreciated by pupils and parents. As one parent put it: 'North Rigton has provided a wonderful environment for all of my children.' Plans for improvement are satisfactory, and sound self-evaluation identifies priorities accurately, but the measures of success are not clear or sharp enough. As a result, they lack sufficient challenge, particularly in informing all members of staff about their responsibilities. Governance is sound with strengths in the level

of support and some areas for development in relation to making a stronger impact on identifying priorities for improvement.

### **What the school should do to improve further**

- Raise standards in writing, mathematics and science, particularly pupils' ability to work independently and investigate.
- Improve the use of assessment so that pupils know how well they are doing and what they need to do to improve further.
- Make school improvement planning more effective and measures of success more challenging for all teachers.

## **Achievement and standards**

### **Grade: 3**

In Reception, children make sound progress and reach expected standards by the time they enter Year 1., The trend in standards by the end of Year 2 has been broadly average since 2004 and pupils make satisfactory progress. Girls do better than boys, in line with the national picture. Achievement is strongest in mathematics which represents good improvement since the last inspection.

The rising trend in the school's national test results at Year 6 was halted in 2006 with broadly average standards. Mathematics and science results dipped in 2006 and the school has targeted these subjects as priorities for improvement. There are too few opportunities for pupils to investigate and solve problems in mathematics and science, which means pupils have insufficient opportunities to apply their basic skills and knowledge. Targets for 2007 are challenging but realistic. Pupils with learning difficulties and those identified as gifted and talented make satisfactory progress.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Social skills are strong throughout the school and pupils work well together. They know the difference between right and wrong, and behaviour is excellent. Pupils play safely and understand the importance of eating healthily. Attendance is consistently above average because pupils clearly enjoy school. Pupils' excellent attitudes to school and work and the basic skills they acquire means they are prepared for future schooling and life. Pupils' knowledge and understanding of cultural diversity is good and owes much to the active links forged with a school that has a wide cultural mix. Pupils make a good contribution to the school through the school council and in the responsibilities they undertake. For example, older pupils effectively help younger ones. Strong relationships with adults and between pupils are based on mutual respect and illustrate the good and supportive ethos of the school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Throughout the school, classrooms are managed well and this means few disruptions to learning. Classroom assistants work effectively and support pupils well, particularly the youngest children and the most vulnerable. In the best teaching and learning, some of which is reflected in the local Teacher of the Year Award, the strengths include clear learning objectives, which means that pupils know what they are expected to learn. Clear checks are made on their progress at the end of lessons. The introduction of first-hand experience helps pupils see the purpose of activities. This was particularly vivid in Year 5/6 where a violin maker showed pupils the skills required to build an instrument after the pupils had seen it first on a video. In writing, mathematics and science, the quality of marking is inconsistent. For example, sometimes pupils' learning goals are referred to, but on other occasions they are not. Moreover, later comments do not tell pupils whether they have achieved the goals set for them. As a result, pupils' learning goals and the further advice are not sharp enough to promote good progress.

### Curriculum and other activities

#### Grade: 3

Reception children benefit from the effective range of activities inside and outside the classroom. The curriculum for older pupils is given extra breadth by the significant contribution from external providers, such as the development of modern foreign languages with a local secondary school. Pupils' personal development is promoted well by the balanced and relevant programme, including cycling proficiency tuition for Year 6, anti-bullying lessons and opportunities to learn about healthy eating and the dangers of drugs.

Parents and pupils rightly praise the good quantity of enrichment activities and pupils thoroughly enjoy visits and visitors. Many parents agree that 'The children do a lot of additional activities that are over and above what one would expect from the teachers.' There are adequate opportunities to use and develop reading, numeracy and information and communication technology skills across the curriculum. There are too few opportunities to use and develop writing in subjects such as history, geography and religious education and investigational skills in mathematics and science.

### Care, guidance and support

#### Grade: 2

Pastoral care is excellent. Staff know pupils and their families really well. Procedures and practices for the safeguarding of pupils are robust. Very good monitoring arrangements promote good attendance, excellent behaviour and a safe and secure learning environment. Arrangements for children starting in Reception are good and as a result children settle quickly into school routines. Pupils with extra learning needs

are well supported, often through special group work, and there is effective communication between staff about these needs.

Academic guidance is satisfactory. Better procedures are beginning to be used to monitor and track pupils' achievements. These are accurately identifying the learning needs of individual pupils, but the use of the information lacks consistent application. For example, in some classes the information is not used to match work to pupils' learning goals and then form the focus for marking.

## **Leadership and management**

### **Grade: 3**

The headteacher leads very strongly in seeking and acting on the views of partners and in promoting a supportive ethos in the school. Decision making and evaluation are mostly accurate, with governors and subject leaders increasingly playing a role. For example, the satisfactory governing body is well informed and is becoming better at evaluating the school and its activities, often through the regular visits made by the members. They take their duties very seriously and are particularly effective in their monitoring of arrangements for those with learning difficulties and/or disabilities, health and safety, and financial matters. The headteacher provides the governing body with much of its information, but it relies too heavily on her for full knowledge of the school. Developments have been slowed by changes to the composition of staff and governors and some improvements are still in the process of being implemented, such as the use of assessment to guide planning. School improvement planning identifies the correct issues, such as improvements in standards in mathematics and science. Nevertheless, the means of achieving better standards are not as well thought out and sharply focused. The measures of success are insufficiently challenging because they do not make clear that higher standards and more progress are the important priorities.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

Thank you for my enjoyable time in your school this week. I am most grateful for the warm welcome, courtesy and help you provided. Please give a special thanks to those who gave up their time to talk with me. Your school is judged to be satisfactory with some good and outstanding features.

What I really liked about your school:

- the good relationships between children and with staff
- your excellent behaviour and attitudes to school and work
- the strong promotion by the headteacher of a 'family' atmosphere in the school - this is shown up really well by the way older pupils help and support younger ones
- the way that outside helpers make your curriculum interesting, such as the violin maker
- the way that you all contribute to the community and the safe and caring ethos in the school
- the wide range of activities that enrich your curriculum, such as visits, visitors and your work in the community.

I have asked your teachers to improve the quality of your written, mathematical and scientific work, mainly by giving you more opportunities to write in other subjects and to do more investigating and problem solving. You can help greatly by always checking that you have done your best work, particularly in handwriting, spelling and punctuation. Your teachers will also want to improve the way that they set goals for each of you and mark your work, and you can assist by following the advice and guidance from your teachers.

Finally, I have recommended that your teachers improve the clarity and sharpness of the way they judge and measure success when planning and carrying out improvements.

Good luck for the future and all good wishes.