

# Horton-in-Ribblesdale Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	121628
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	292184
<b>Inspection date</b>	9 May 2007
<b>Reporting inspector</b>	Rosemary Rodger

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 category</b>	Voluntary aided
<b>Age range of pupils</b>	5–10
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Roger Wood
<b>Headteacher</b>	Mrs Judy Leeming
<b>Date of previous school inspection</b>	12 March 2002
<b>School address</b>	Brackenbottom Lane Horton-in-Ribblesdale Settle North Yorkshire BD24 0EX
<b>Telephone number</b>	01729 860282
<b>Fax number</b>	01729 860282

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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This very small school serves a mixed rural area north of Settle in the Yorkshire Dales National Park. There are no pupils eligible for free school meals. A small proportion of pupils have learning difficulties and/or disabilities. Almost all pupils are of White British heritage. In recent years the school has achieved several awards including: a local authority highly effective school award; ActiveMark; Healthy school; and Investors in People. Pupils transfer to a local middle school at the end of Year 5. There is a part-time Nursery class, pre-school and babies and toddler group held in school.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 1**

This small primary school is outstanding in almost all aspects of its work. Parents very accurately capture its excellence in their comments, 'A brilliant school, led and run by brilliant staff.' The drive and energy of the headteacher has improved the school further since its last inspection. Excellent progress is made by all pupils, including those with learning difficulties and/or disabilities and, indeed, the more able pupils are always challenged due to the exacting demands made by their teachers. The school knows itself exceedingly well. Its evaluation of overall effectiveness shows clearly what needs to be improved and how this is to be achieved, for example pupils' writing skills. At this stage in the year, the improvements are evident in the school's work. Some of the judgements on the school's self-evaluation form, for achievement and standards, quality of teaching and learning, curriculum and leadership and management are too modest. High expectations and well organised teamwork mean that all staff share the headteacher's enthusiasm and commitment to making pupils' time in the school as effective as possible.

Standards on entry to the Nursery are below average, especially in communication, language and literacy. The excellent progress made in the Foundation Stage is sustained throughout school due to exemplary teaching and a very strong ethos of care and pupils' excellent behaviour and attitudes that pervade all the school does. By the time pupils leave at the end of Year 5 they are confident and capable learners well prepared for their next stage of education. They reach above average standards in English, mathematics and science.

Personal development and well-being are supremely well developed because of high quality care, guidance and support. Healthy lifestyles are excellently fostered through many planned sporting events and healthy eating - publicly acknowledged in the national award for the catering team. There are meticulous arrangements for safeguarding pupils. Older pupils have many responsibilities and have taken decisions to improve the outdoor environment to ensure maximum enjoyment for all pupils. Attitudes and behaviour are outstanding because that is what is expected of pupils whatever they do. As a result they feel safe in school and as they said, 'We have no bullying ever in our school.' The outstanding curriculum capitalises very well on the beauty of the local environment and the extensive number of visits and visitors who contribute to developing pupils understanding of the wider world, especially in relation to cultural diversity.

Governors are very well informed and effectively check what is happening in the school through their planned monitoring visits. Links with the community are fully embedded into the school's work and provide further excellent opportunities for pupils to perform and share what they do in school to a wider community.

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

- The inspection has not identified any aspect of the school's work which it has not already identified for further improvement, for example, pupils' writing skills.

## **Achievement and standards**

### **Grade: 1**

Standards are below what is typical of three-year-olds when children start school, especially in early language skills, but they make rapid progress and achieve above national expectations

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 needs to be taken in comparing the results of national tests. Nevertheless standards are above average and pupils achieve particularly well by the time they leave school at the end of Year 5. Standards are well above average by the end of Year 2 and achievement is outstanding. Past underachievement by boys in writing is being well tackled. The good progress in writing made by all pupils and especially the boys, is well exemplified in the termly writing assessment books. Pupils throughout the school benefit from the continuity provided by mixed-age classes and consequently make outstanding progress as a result. More able pupils regularly work with their older peer group so they are well extended in their learning. Pupils with learning difficulties and/or disabilities are very well supported and achieve as well as their peers.

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

### **Grade: 1**

This is an outstanding aspect of the school's work. Healthy lifestyles are very well promoted in the pupils' daily lives. Healthy school meals and many sporting activities keep pupils fit. Achievement in competitive games against other schools promotes confidence and great sense of achievement. Visitors, such as character actors and visits to places of interest promote enjoyment very effectively. Attendance is above average. Behaviour is always excellent and knowledge of school rules is strong. Pupils feel safe in school and this stems from their teachers' high level of regard and care for their welfare. Attitudes are exemplary in all lessons and make a positive contribution to successful learning and preparation for later life. Pupils' spiritual, moral, social and cultural development is outstanding. This is exceptionally well reflected in the pupils' sense of empathy with others, care and compassion. The school ensures that very effective steps are taken to help pupils understand cultural diversity in the local area as well as further afield.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils thrive in school and make exceptionally good progress because of the outstanding quality of teaching. They have excellent attitudes to work and enjoy all they do. Teaching in the mixed-age classes provides pupils with a very good level of challenge and frequent opportunities are provided for pupils to assess what they have learned by talking to a partner or reading the comments on their well marked work. High quality teaching assistants are indispensable and ensure that pupils with learning difficulties and/or disabilities are constantly supported and contribute frequently in whole-class sessions. This has a great impact on their learning and positive self-esteem. Outstanding teaching is exceptionally well planned and takes account of the wide age range in each class. A good example is the way teachers continuously adapt their probing questions to match the wide range of needs, and this challenges and promotes all pupils' learning. Children in the Foundation Stage are well motivated and show good levels of independence and collaboration because they are free to select what they want to do for some time each day. This contributes well to improvements in speaking and listening. Parents are fully pleased with what the school does for their pupils and are kept well informed via comprehensive information about topics studied each term.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum is very effectively enhanced by joint work with other schools and visits to places of interest linked to pupils' work. Basic skills are excellently promoted, particularly in respect of information and communication technology and they are enhanced especially by the email correspondence that results from these links. The twinning with a school in Scotland contributes to pupils understanding of the diversity in society. Pupils spoke with gusto about a whole-school visit to an inner city Bradford school and the associated activities that highlighted customs and traditions of other faiths. After school clubs are provided for all pupils and are well attended. Pupils take this all for granted and regard them as an extension of the curriculum. Pupils with learning difficulties and/or disabilities are always fully included and learn alongside their peers, resulting in excellent progress. Performance and close links to the church and local community are special features of the school's work. Pupils' confidence and enjoyment is further promoted by their singing performances in a home for elderly residents in nearby Settle.

## **Care, guidance and support**

### **Grade: 1**

Exemplary care, guidance and support are provided for all pupils. Arrangements to safeguard pupils are exactly as required to meet government requirements. Training to organise visits has been undertaken and provides detailed guidance to all staff. Pupils talked with knowledge and understanding of their targets and how to 'get to the next level' in their work. Exemplary records of pupils' progress throughout their time in school are kept. As a result any under performance is quickly identified and steps are put into place to provide suitably matched work, to ensure pupils make as much progress as they are capable.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher has a very clear vision of what needs to be done and includes the staff, governors and parents exceptionally well in the consultation process. Parents particularly value the all-round development of their children and the effectiveness of the links with the community.

Teamwork and involvement of all staff in the school's strategic development is a key strength. Actions to tackle weaknesses in speaking and listening and spelling over several years are now having a good impact on improvements to writing. Achievement is very effectively monitored at several levels, for example, the termly progress made by pupils in the core subjects and thorough monitoring and evaluation of teaching and learning. Actions taken by the school overall are having an excellent impact in maintaining school improvement and planning, for example, inclusion of all elements of Every Child Matters and continually developing self-evaluation systems. Partnership with the other small schools in the area contributes very well to joint working groups to implement national initiatives. Assessment for learning is a good example. Governors are very supportive in a practical and strategic way. The chair is well informed and a regular presence in school. The school gives outstanding value for money and has an excellent capacity to improve based on the exemplary improvements since the last inspection.



Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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.



**Annex A**

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

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**Annex B**

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

Thank you all very much for the welcome you gave me in your school recently. It was a pleasure to spend a day in your excellent school. You are very lucky to have so many interesting and enjoyable activities in which to take part. I really enjoyed hearing about the visitors who come to school. You work hard and your behaviour is first-rate. By the time you leave school, you have made excellent progress in your learning. Almost everything about your school is excellent. The particularly good features are listed below.

- You are extremely well cared for and kept very safe in school.
- You take the responsibilities you have on the school council very seriously.
- You have the most amazing playground and fields on which to play games. It is no wonder you keep so fit.
- Your headteacher and staff work very hard to ensure you learn as well as you are capable.
- Those of you who need additional support to make learning easier are extremely well supported.
- You have excellent preparation for your transfer to the next school you will attend.

I have not asked your teachers to do anything that they are not doing already to improve your school. I will remember my day in your school for many things, but mostly for the very warm welcome given to me by everyone in school. Thank you very much for that and continue to enjoy your time in school.