

# Rosedale Abbey Community Primary School

Inspection report

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<b>Unique Reference Number</b>	121313
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	313942
<b>Inspection date</b>	25 September 2007
<b>Reporting inspector</b>	Roger Gill

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	22
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Anthony Davies
<b>Headteacher</b>	Sue Knowles
<b>Date of previous school inspection</b>	6 May 2003
<b>School address</b>	Rosedale Abbey Pickering North Yorkshire YO18 8SA
<b>Telephone number</b>	01751 417278
<b>Fax number</b>	01751 417820

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a very small primary school situated in a village in the North Yorkshire Moors National Park. All pupils are of White British heritage and are taught in one of two classes. An average proportion of pupils has learning difficulties and/or disabilities; very few have statements of special educational need. Skills on entry are at the levels expected for the children's age. A new headteacher joined the school in May 2007. The school was awarded Investors in People in 2004 and possesses Inclusion Quality and Active Marks. A few pupils with learning difficulties and/or disabilities attend part-time, spending the rest of the week at a special school in the region.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school, which is valued by its community. Parents believe that it plays a significant role locally and acts as a valuable focal point. Typical views expressed by some parents echo those held by the majority, 'We feel very lucky that our children attend this school. The atmosphere is warm, caring and forward thinking.' The inspection confirms these positive opinions.

Pupils develop into confident young people who want to succeed and can express their ideas well. They are pleased that every child is a member of the school council: 'We all have an equal say in running things.' A suggestion to have a summer fair in 2007 led to a greatly enjoyed event, which raised £500. Pupils decided to donate it to the Yorkshire Air Ambulance and are proud that their efforts may have saved a life. Activities such as this help to sustain positive attitudes, good behaviour and a collaborative atmosphere. Relationships are very constructive throughout the school. These have a powerful influence on the way pupils behave towards each other. The family style arrangements for school lunches typify the ethos that has been created. Pupils chat in a highly civilised atmosphere, bolstered by the school's concern for their health and well-being.

The school tries hard to compensate for its geographical isolation. There are good curriculum links with other schools in the area for sports and Year 6 pupils undertake a joint residential trip annually with their peers from another school. Pupils' regular involvement in parish events gives them valuable experiences that contribute to their good personal development.

Standards vary from year to year because they are influenced greatly by the very small numbers of pupils in each year group. In general, achievement is good and, currently, standards are above average by the end of Year 2 and Year 6. Achievement is strongest in reading and mathematics. Recently introduced methods to improve writing have not had their full effect, particularly in making sure that higher attainers produce more elaborate sentences with adventurous vocabulary.

The quality of teaching is good and reflects improvements overseen by the recently appointed headteacher. Weaknesses in mathematics and writing have been tackled effectively. This has been accomplished by an in-depth analysis of test answers, which has led to purposeful lessons designed to address gaps in performance. The headteacher has also introduced a detailed system of recording pupils' attainment on a termly basis, which allows staff to evaluate progress and alter plans accordingly.

The school has begun to involve pupils in considering how to improve their work and to set targets for learning. Pupils in Years 3 to 6 are sometimes challenged to say how they will judge their success by the end of a lesson. Teachers' marking is generally helpful and informative, however, on occasions; pupils are not always clear about the significance of advice given in their workbooks.

The headteacher's clear-sighted vision for the school and skilful management inspire governors and staff to work well together in pursuit of the school's aims. Despite its high costs, the school provides good value for money. It has a good capacity to improve further given what has been achieved already this year.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children progress quickly in Reception because they are taught well, play purposefully and learn from working alongside pupils in Years 1 and 2 during the day. The mixed-age class for four to seven-year-olds is advantageous to children both academically and socially. In some years, a high proportion of children with learning difficulties and/or disabilities lead to attainment on entry that is below average. Nevertheless, achievement is good and children frequently do well when compared to the nationally expected levels at the end of Reception. Opportunities for play outside are restricted; however, the school makes the best use of the provision available. Children learned a lot, for example, when playing a game outside that involved counting while using a remote controlled electronic ladybird.

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

- Improve standards in writing, particularly for higher attainers, to match those in reading and mathematics.
- Increase pupils' knowledge of their targets and how to achieve them.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils achieve well apart from a small number of higher attaining pupils who are not quite achieving well enough in their writing. In mathematics, pupils are currently succeeding more quickly in solving word problems and multiplying with decimals, which were shortcomings last year. Higher attaining pupils progress well in mathematics because extension work is geared to their needs. Pupils with learning difficulties and/or disabilities also make good progress. For example, those who find it hard to behave well at times respond positively to well planned strategies. Pupils with a disability thrive because well trained adults help teachers thereby ensuring good achievement.

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

### **Grade: 2**

Pupils succeed in a lively atmosphere in which they feel valued and encouraged. This is demonstrated when the whole school gets together. In one superb assembly a younger pupil announced, 'I really did well with that, I enjoy it now.' after singing the hymn. Thereafter, many pupils contributed to and enjoyed the fascinating story, which the headteacher told using a puppet. Spiritual, moral, social and cultural development is good overall. The strongest elements are spiritual, moral and social, cultural development is satisfactory. Pupils know a lot about their own culture, but multicultural understanding is less advanced, despite the occasional day, for example, devoted to African dance or making didgeridoos. Pupils know less than they might about life in their own multicultural society. This prevents personal development from being outstanding.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good, although the system of advice about how pupils can improve their work is not fully effective. The organisation of lessons is good. Pupils respond well to the precise activities pitched at their level of attainment. Teachers are knowledgeable and skilled at promoting good progress in lessons. Teachers use computers well to complement other forms of communication. Teaching assistants are used productively to work with particular groups or individuals as the need arises. There are now good systems throughout the school to assess work and record progress. Older pupils receive plenty of praise in the marking of their written work, but comments as to how they can improve are less evident. Parents are delighted with their children's learning and appreciate, in particular, the help given to pupils who find learning difficult.

### Curriculum and other activities

#### Grade: 2

The curriculum justifies the awards for learning, which the school possesses. It provides for pupils with learning difficulties and/or disabilities well, and have good programmes for health and fitness. Basic skills of literacy and mathematics are well planned, as are other subjects. Pupils gain great confidence through experiencing a multitude of interesting activities. Recently, they have enjoyed making a DVD at the local Folk Museum, weaving and rug making, and observing a typical day at Scarborough Hospital. Moreover, the curriculum is frequently broadened by business enterprise projects as well as close ties with a regional Geological Trust. The main factor which prevents the curriculum from being better than good is the need for increased opportunities for pupils to develop their writing skills.

### Care, guidance and support

#### Grade: 3

The school is a warm and caring place in which pupils feel safe and happy. Many appreciate the new 'worry box' because they know concerns will be dealt with sensitively. Arrangements for safeguarding pupils, including risk assessments, are in place and working. However, some policies are in need of review on a more regular basis. Liaison with the community nurse is beneficial, particularly in supporting older pupils in their programme for sex and relationships education. Links with a special school in Scarborough are valuable in making sure that part-time placements for those with learning difficulties and/or disabilities are successful. Pupils enjoy 'golden time' on a Friday afternoon when parents and members of the community support their learning by joining in with a wide range of practical activities. It is the improvements needed in academic guidance, and the systems for updating policies, which make this aspect of the school satisfactory rather than good.

## Leadership and management

#### Grade: 2

The school has maintained its effectiveness since its last inspection and coped ably with a turnover in staff. Recent weaknesses in learning have been tackled well. Targets are aspirational

and pupils are on course to reach them. All this has been possible because governors, staff, pupils, parents and partners in the community work closely together. Beyond these, the headteacher's industry and experience in establishing systems of assessment have been crucial in the school's development. The monitoring of teaching is undertaken regularly and is an effective tool in identifying areas for improvement. Self evaluation has alerted the school to what still needs to be done, such as improving pupils' writing and their greater involvement in understanding how to improve their work.

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## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 Rosedale Abbey Community Primary School, Rosedale Abbey, Pickering YO18 8SA

Thank you for your help when I inspected your school. I thoroughly enjoyed my day with you all.

You go to a good school. I know that the older pupils know this already because they told me so. I was lucky enough to have lunch with some pupils from Years 4, 5 and 6 who told me many fascinating things about your school, including the marvellous fund-raising that you did for the Air Ambulance. These pupils served the food and chatted in a most grown up fashion. I was impressed by the good behaviour that I saw throughout the day and the confidence shown by you all, for example, when Year 2 pupils invited me to watch their gymnastics lesson.

I really liked the way that your headteacher has built on all the good things that existed already. You and your parents told me about this. By the end of Year 6, pupils have made good progress and often reach the higher levels in national tests. Results in reading and mathematics are often better than in writing. This applies in other age groups as well.

I know everyone wants to do even better and I have suggested two things that will help. First, your teachers need to make sure that writing throughout the school is as good as it can be, particularly for those of you who can produce a higher standard of writing. Second, the marking of your work and discussions in lessons should point out more clearly what you can do to improve your work.

You can all help the school do better by trying very hard to use exciting vocabulary and adding variety to the kind of sentences that you use. What is more, you should take advantage of your teachers' advice about how to improve your work in reading, writing and mathematics.