

North Stainley Church of England Primary School

Inspection report

Unique Reference Number	121578
Local Authority	North Yorkshire
Inspection number	314044
Inspection date	15 January 2008
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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	43
Appropriate authority	The governing body
Chair	Rev Mark Beresford-Peirse
Headteacher	Mrs S Langley
Date of previous school inspection	1 February 2005
School address	North Stainley Ripon North Yorkshire HG4 3HT
Telephone number	01765 635276
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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the improvements in achievement in Key Stage 2 since the last inspection, the pupils' personal development and well-being, and how excellence and enjoyment are fostered throughout the curriculum. Evidence was gathered from discussions with pupils, including some of the school council, the headteacher, Foundation Stage/Key Stage leader, chair of governors and checking various school documents, observing lessons and checking pupils' work. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in the report.

Description of the school

This small rural school is situated a few miles north of Ripon. The area it serves is mixed socially and economically. Pupils are predominantly of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average. A below average proportion of pupils is eligible for a free school meal. The school has achieved a Basic Skills Award for the past few years and recently had a re-accreditation of a Healthy Schools Award. Pupils are taught in two classes, one for the Foundation Stage, Year 1 and Year 2, and the other for Years 3 to 6.

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 with outstanding features in the way it cares for and nurtures its pupils into responsible young adults and in the leadership of the headteacher. Pupils enjoy school. They are proud of the links they have with other countries. Pupils are sensible and assist with the daily running of the school by helping with playtime games and setting out and putting away equipment in lessons. The school's actions to improve behaviour by introducing rewards for good behaviour are having a positive impact throughout the school. Achievement in relation to children's starting points is good. The good curriculum gives a high priority to developing basic skills. This is well exemplified in the innovative ways in which practical activities provide the basis for literacy and numeracy activities, especially in Key Stage 1.

Results in the national tests at the end of Year 2 and Year 6 are above average and have improved year-on-year since the previous inspection. All pupils, including those with learning difficulties and/or disabilities and those who have high prior attainment, make good progress. Current standards match those reached in national tests because pupils work hard and enjoy learning. The school met its statutory targets last year. The high expectations of teaching and good relationships contribute to pupils' good achievement. Pupils are confident and articulate. They do not want the school to change because it 'is perfect the way it is'. Pupils' spiritual, moral, social and cultural development is good. The care and concern pupils show for those less fortunate is evident in their wide ranging fundraising activities and helping others. Attendance rates are outstanding. Pupils say they feel safe and secure in school because there is always someone to turn to in an emergency. Behaviour is good. Some parents expressed concern about past behaviour. This concern was not matched by conduct seen during the inspection or in the views of the pupils because of the good impact of recent actions to tackle this situation. Pupils' personal qualities and good basic skills equip them well for the next stage of their education.

The quality of teaching and learning is good. Pupils work well independently or in small groups. A calm working atmosphere pervades both classrooms as pupils get on with their work. Older pupils support younger pupils well. Lessons are planned to ensure work is well matched to the wide range of ages and abilities in each class. The talented teaching assistants are indispensable because of the excellent support they provide for pupils with difficulties. Teachers make good use of computer technology to enrich pupils' learning. They mark pupils' work and provide useful points to aid improvement. The school is in the early stages of encouraging pupils to review their learning by checking their work against targets for improvement. This is not yet included in all lessons so that opportunities are missed to involve pupils in checking their progress against their learning targets.

The broad and balanced curriculum provides pupils with an exciting range of activities. The recent 'literacy circle' initiative combines class and homework effectively as well as developing pupils' oracy skills very well. Good links with other schools for sports and science activities compensate effectively for the limited space in school. The school's programme of visits and visitors helps pupils to understand the diversity in society. Involvement in the local community is good as the school plays a pivotal role in the village because of the various events held each year for the community.

The excellent care, guidance and support for vulnerable pupils means they make rapid improvement and work alongside their peers harmoniously. Excellent use is made of outside

agencies to add to this provision. Safety audits are conducted regularly and risk assessments are carried out diligently for trips and for some school-based activities.

The leadership of the headteacher is outstanding. She is very ably supported by a well organised and outstanding senior teacher. The headteacher gives a clear direction to the school's work which has led to year-on-year improvements in standards since the previous inspection, rising numbers of pupils on roll and high quality care. Self-evaluation is excellent because it is firmly built on the school's strengths and areas for improvement. Leadership and management at all levels are good, including governance. Governors are supportive and keen to support the headteacher. The school operates efficiently and effectively on a day-to-day basis because of good administration. The school's capacity to improve is excellent.

Effectiveness of the Foundation Stage

Grade: 1

Children make excellent progress in developing their social and communication skills so that by the time they enter Year 1 children's skills are at a higher level than the national expectations for their age. They fully enjoy working with others in the Key Stage 1 class and benefit from a well resourced indoor and outdoor area. The children work with others as appropriate. Excellent teaching provides sensitive intervention and encouragement. Assessment arrangements are exemplary and provide parents and others with very detailed information to show children's progress as they go through the Foundation Stage. The leadership of the Foundation Stage is only one of the senior teacher's several responsibilities; nevertheless, the quality of provision is of a very high standard for the few youngest children in a class of older pupils.

What the school should do to improve further

- Give pupils more responsibility for assessing what they have learned in relation to their learning targets.

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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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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	1
The attendance of learners	1
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?	1

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?	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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

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

Thank you all for helping make my day in your school so enjoyable. I only wish I had more time to see all the interesting things you do in school. I really liked the puppets you have made and some of your Aboriginal paintings were very good. Please thank your parents for the comments they sent to me about your school.

You will not be surprised to know that I have found yours to be a good school. You are working hard and are keen to learn. As a result, you all make good progress and meet your learning targets. You are confident and play a key role in helping to run the school because of the responsibilities you have around school. You are enthusiastic about the visits you make and the free time you earn to choose what you do each week. Your care for others is really well demonstrated in all the fundraising events you have. The care and guidance you receive are excellent. You value the support and care provided by your teachers.

The youngest children get an excellent start in the infant class. They have many exciting things to do. The gingerbread men they made smelt delicious. Your teachers and assistants work very hard to make learning fun for you as well as ensuring you work hard. You can help by checking your work against your learning targets to help you to improve. I have asked your school to make sure they expect you to do this.

I send you my best wishes for the rest of your time at school.