

Richard Taylor Church of England Primary School

Inspection report

Unique Reference Number	121634
Local Authority	North Yorkshire
Inspection number	314063
Inspection date	13 November 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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	266
Appropriate authority	The governing body
Chair	Mr D Sanderson
Headteacher	Mr A Symonds
Date of previous school inspection	15 September 2003
School address	Bilton Lane Harrogate North Yorkshire HG1 3DT
Telephone number	01423 563078
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Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards in writing, the quality of teaching, and leadership and management. Evidence was gathered from discussions with the headteacher and pupils, observations of teaching and learning, checking pupils' work and school documentation. 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 assessment, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This larger than average sized school is situated in a residential area on the outskirts of Harrogate. An average proportion of pupils have learning difficulties and/or disabilities. Almost all pupils are White British. A very small number of pupils are of minority ethnic heritages, including Asian, African and Caribbean. All pupils speak English as their first language. The school has achieved Investors in People and Healthy School awards. The current headteacher was appointed to the school in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Richard Taylor Primary is a good school with outstanding features. It fully reflects its pupils' version of its mission statement to 'work hard and always do our best and to enjoy learning about new things in a really fun way'. The leadership and management of the headteacher are exceptionally strong. He is particularly effective in motivating and encouraging the staff team to continuously drive forward to improve pupils' achievement and the standards they reach. He sets high expectations for all. These are significant factors in the school's outstanding capacity for further improvement. Parents are fulsome in their praise of the approachability and enthusiasm of the headteacher and staff. They say their children enjoy school and make comments such as, 'Our son runs into school every day, a testimony to just how happy he is to be there.' Parents greatly appreciate the opportunities provided for them to work in school.

When they start school in the Reception class, children's skills are as expected for their age in all areas of learning. Pupils achieve well throughout the school so that by the end of Year 6 standards are above average in English, mathematics and science. Most targets were achieved in 2007, but more able pupils did not reach the expected levels in English because of a fall in writing standards. This is now being tackled successfully to ensure pupils reach the levels of which they are capable. Current standards in writing are above average in Year 6 and reflect the impact of recent actions to bring about improvement. Pupils with learning difficulties and/or disabilities achieve well because of the good level of support they receive, particularly in Key Stage 1.

The pupils' excellent personal development and well-being are fully reflected in the way they show compassion and sensitivity to others. The strong, caring ethos and welcome to parents and visitors set an excellent example to the pupils, which they follow very well. Pupils' behaviour is outstanding in lessons and around school. They are eager to learn and contribute enthusiastically to the various sporting events organised by school. Older pupils take on responsibilities, for example acting as playleaders and promoting fitness at playtimes with younger pupils. They carry these out with good levels of skills and confidence. Pupils demonstrate clear understanding of the need to keep fit and eat healthily. They are rightly proud of their school and the rewards they achieve for being the 'class of the week' or the 'super pupil of the month'. They understand how to deal with issues relating to their safety because of relevant training. Attendance rates are above average and aptly reflect pupils' enthusiasm and enjoyment of school.

The quality of teaching is good, with some outstanding teaching in upper Key Stage 2. Lessons are well planned and effectively share what pupils are expected to learn. In the outstanding lessons, staff involve pupils in assessing their learning most effectively. For example, in one lesson observed, pupils checked their success criteria with a partner and identified both what they had missed and their target for improvement the next day. Effective use is made of information and communication technology to enrich learning. Teaching assistants play a key role in supporting pupils, particularly those with learning difficulties. As a result, all pupils make good progress. Pupils' work is thoroughly marked and this helps them to know what to do to improve. The good quality curriculum incorporates the new literacy and numeracy frameworks, which are planned and taught alongside termly 'themes'. Enrichment is provided through a wide range of extra-curricular activities, such as choir and orchestra. After-school sports and arts clubs are well attended and effectively enhance learning. Links with a school in another country provide pupils with further understanding of other cultures. The care, guidance and

support provided for pupils are good. Pupils with learning difficulties and/or disabilities are effectively identified and supported throughout the school. External agencies are involved very effectively in providing additional support to ensure the needs of all pupils are thoroughly met. Parents are very appreciative of this support and the progress their children make. Systems to ensure pupils are safeguarded meet requirements.

Leadership and management are good. The process of setting targets is at the heart of school improvement. This ensures a high priority is given to ensuring pupils' achievements fully reflect their capabilities. Recent innovations, particularly in relation to tracking the progress of pupils throughout each year, are beginning to provide a useful way of identifying those pupils not making expected levels of progress. The use of this information is developing fairly well, although it is not yet used consistently across the school. School self-evaluation is extremely thorough and accurate. As a result, the school knows just where to place its energies to ensure it continues to move forward. For example, the rigorous systems in place to monitor teaching and learning have resulted in improvements in the teaching of writing that are already starting to accelerate pupils' progress. Governors undertake their responsibilities well. They make good use of the high quality information provided for them and the regular visits they make to school, in order to inform decision making. Improvements since the last inspection have been good. The school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in the Reception class. By the time they start in Year 1 they are reaching standards above national expectations in all areas of learning. Teaching and learning are good with some outstanding features in promoting independence. The curriculum is particularly innovative. Care and enjoyment are given a high priority, with plenty of practical activities on offer, such as building and drawing plans in the 'construction area'. Parents are well informed and value the contact they have with school on a day-to-day basis. They praise the effective arrangements to ensure a smooth transfer from pre-school into school and from Reception into Year 1. Assessment is good and progress towards the expected goals is regularly logged. Leadership is good and is particularly effective in maintaining a high priority for the Foundation Stage in school improvement decisions. This is resulting in a range of planned improvements to the outdoor area serving the Reception class, which at present is rather small.

What the school should do to improve further

- Improve the use of assessment data across the school.

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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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	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?	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?	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	1
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 to make my day in your school so enjoyable. I really appreciated talking to some of you and learning about life at Richard Taylor Primary. Everyone who works in your school works hard, including all of you. You attend a good school with some outstanding aspects. You are all working hard to improve your writing, which is now much better, especially in Year 6. What do you think of this wonderful sentence I read in someone's book, 'The impenetrable storm was becoming incandescent with rage'? I thought it was really good. You all behave exceptionally well, and enjoy all aspects of school, especially the lively and interesting assemblies led by the headteacher. Everyone says he always has time to speak to you and is a good listener.

You are provided with many activities to make learning fun, as well as working hard in your literacy and numeracy lessons. Some of you told me how you assess each other's work. This is a good way to help you to improve your own work too. Those of you who find learning a bit difficult are provided with lots of help to make sure you catch up. Your parents are very happy about this and they like to be able to come and spend time in school too.

Your school has been asked to make sure that everyone uses the good information they now have to check your progress throughout the year and ensure you are always doing as well as possible. You can help by continuing to work really hard.