

Pannal Primary School

Inspection report

Unique Reference Number	121429
Local Authority	North Yorkshire
Inspection number	327487
Inspection dates	28–29 April 2009
Reporting inspector	Don Mason

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	289
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr D Hill
Headteacher	Mrs E Elvidge
Date of previous school inspection	27 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Pannal Green Pannal Harrogate North Yorkshire HG3 1LH
Telephone number	01423 872407
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Age group	5–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school serves an area of well above average economic advantage. Almost all pupils are from White British families. The proportion of pupils entitled to free school meals is extremely low. The proportion of pupils with learning difficulties and/or disabilities is well below average. The Early Years Foundation Stage provision is for children in Reception. The school has received the Activemark, the Healthy Schools' Award, Football Association Charter Mark and an Eco-Schools' Award. Two years ago the local authority implemented a system of intensive support for the school because of concerns in a number of areas, particularly standards of attainment. There are separate childcare provisions on site, which did not form a part of this inspection.

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. Following intervention by the local authority it has improved in significant areas of its work. The national test results of 2008 were the best for several years and there is clear evidence to indicate that the improvement is being sustained. The headteacher has reacted positively to advice from the local authority about how to move the school forward. All involved recognise the need for the headteacher, governors and local authority to continue to work closely together to consolidate recent improvements in achievement, standards and leadership and management. Leadership and management remain satisfactory overall. The great majority of parents express strong support for the school offering such views as, 'We are very happy with Pannal school, as is my daughter who has noticeably grown in confidence since joining the school.' The pupils' good personal development is a consequence of the very good pupil and adult relationships and the high levels of care provided. Pupils feel safe, secure and speak positively and warmly about their school. They make a good contribution to the community by taking part in local activities and taking on responsibilities in school, for example, older pupils supporting the youngest pupils at break-times and with their reading.

Children enter the school with levels of skills that are well above those typical for their age. They make satisfactory progress in the Reception classes and enter Year 1 with well above average attainment. Progress from Year 1 to Year 6 is good. Standards at the end of Year 6 are exceptional overall and in English. This represents good achievement. In mathematics and science standards are well above average. Occasionally, the work set in these subjects fails to meet pupils' learning needs precisely. The improvement in achievement since the last inspection is largely due to the fact that the school now has an effective system for checking pupils' progress from Year 1 to Year 6. Last year senior staff and class teachers began twice yearly meetings to discuss pupils' progress using this assessment information. Pupils in danger of not meeting their challenging targets are identified and provided with appropriate support. Pupils with learning difficulties and/or disabilities make good progress because of the good leadership of provision in this area and the good support they receive from conscientious teaching assistants. Partly because teachers now have a better understanding of their pupils' achievements, teaching has also improved and is now good overall. Teachers have begun to make use of curriculum targets and are trialling ways of helping their pupils to understand their achievements and next steps in learning. The good curriculum enhances pupils' personal development effectively and helps pupils to make good progress in the basic skills and in information and communication technology.

Following a turbulent period in its history the school now has a settled staff structure. The leadership team is firmly focused on ensuring that all pupils reach their full potential in their personal development and learning. Subject leaders in English and mathematics have been influential in raising standards and the recent appointment of a deputy headteacher has completed the restructured leadership team. There is a determination among all staff to make the school the best it can be. Recent improvements, especially in standards, show that, with continued advice and support from the local authority, the school is suitably placed to move forward.

Effectiveness of the Early Years Foundation Stage

Grade: 3

In this caring, supportive environment children settle quickly. They behave well, take turns and play happily together. There is a good balance of activities that are adult led and those that the children choose for themselves. However, children spend considerably more time indoors than out, which limits progress in some aspects of their learning. When working directly with the children, adults extend learning through effective questioning. This has a positive impact on their language development. However, children are sometimes occupied, rather than actively engaged, because the activities undertaken are not sufficiently challenging or exciting. This applies particularly to activities which the children choose for themselves. Although day-to-day assessments are carried out, the procedures for checking children's starting points, progress and level of challenge in the activities provided are not rigorous enough. Relationships between children and adults are secure and staff give full attention to promoting the welfare of the children. Children make satisfactory progress. The leadership and management is satisfactory as some aspects of the role are not yet sufficiently well developed.

What the school should do to improve further

- Ensure that the headteacher, local authority and governors work closely together to consolidate recent improvements in leadership, management, achievement and standards.
- Ensure that the work set always matches the learning needs of pupils so as to raise standards, particularly in mathematics and science.
- Improve the assessment arrangements in Early Years Foundation Stage to provide a clear picture of children's starting points and progress and to ensure that activities fully meet their learning needs.

Achievement and standards

Grade: 2

The national test results for 2008 show the best results, for several years, at the end of Year 2 and Year 6. Standards at the end of Year 6 are exceptional overall and in English. In mathematics and science standards are well above average. Despite significant improvement, standards in these subjects do not yet equal those in English. This is because the work set for pupils does not always match individuals' learning needs closely enough. This success in 2008 has been achieved through significant improvements in teaching, leadership and management and, crucially, closer scrutiny of pupils' abilities and progress. The school now checks the progress of individuals and groups and provides support where necessary. For example, a group of girls who lacked confidence in mathematics took part, with their parents, in a mathematics club. This was very successful in building their self-esteem and promoting their learning. Pupils' current work shows that the improvement in achievement and standards is being maintained. Pupils of all abilities are making equally good progress.

Personal development and well-being

Grade: 2

Pupils' good personal development is reflected in their positive attitudes and the care they show for each other in and out of class. The use of talking partners, that are regularly changed, helps to promote the good relationships that are evident in school. Pupils generally enjoy school, behave well and attendance is above average. However, they can be passive and

cooperative in lessons rather than engaged and highly motivated. This is because activities sometimes occupy, rather than actively engage them. Pupils report that they most enjoy lessons when the work is challenging and they have the opportunity to extend their own interests, skills and abilities. The school makes good use of the many resources in the local area, for example, the town's music festival, to promote the pupils' good spiritual, moral, social and cultural development. Pupils have a good understanding of healthy life-styles and how to keep themselves safe due to their participation in a wide range of sporting opportunities and competitions and activities such as 'Crucial Crew'. The pupils' high levels of self-confidence and very high standards in the basic skills prepare them well for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Most teaching is of good quality, ensuring that pupils make good progress from Year 1 to Year 6. Time is used well and the pace of lessons is good. Work is set at three levels and skilful questioning by teachers and teaching assistants extends pupils' learning further. Good use of paired, group and whole class discussions enables pupils to analyse their thinking and deepen their understanding. Although much improved since the last inspection, some inconsistencies in the quality of teaching remain. Teachers occasionally speak to the whole class for too long with the result that pupils lose focus and motivation. While the work set in English is well matched to pupils' abilities, in mathematics and science, in particular, the difference in the work set is sometimes nominal with the result that the less able pupils find the work too difficult and the more able pupils are not challenged sufficiently. Standards in English are now outstanding because of the successful work undertaken to improve the teaching of writing and to help boys to become more enthusiastic writers.

Curriculum and other activities

Grade: 2

While the school recognises that there is more to be done, it has made good progress in its work to provide a more stimulating, creative curriculum. This is particularly evident in Years 1 and 2 where pupils enjoy the practical activities provided in all subjects. In Years 3 to 6 a start has been made in developing a skills based curriculum. In the topic on the Second World War, for example, older pupils were able to make choices about their learning and carry out individual research. Their enthusiasm is reflected in the amount of follow up work undertaken at home. The curriculum makes a good contribution to pupils' personal development, learning and understanding of healthy lifestyles. These three aspects are particularly well promoted in the Year 5 and 6 residential visits. The value of these was apparent in a Year 6 lesson where pupils were adding photographs and video clips to computer presentations on their recent, week long, visit to an outdoor activity centre. These visits are an indication of the good curriculum enrichment provided. The pupils take full advantage of a wide range of extra-curricular activities from sports to magazine and sewing clubs. A newly established 'cheerleading' club has arisen from the school's link with a local American military base.

Care, guidance and support

Grade: 2

This is an inclusive, very caring school, with well established policies to promote equality, which goes to great lengths to ensure that all pupils benefit fully from what the school has to offer. For example, it ensures that any pupil with physical difficulties is able to take full part in residential visits. While the number of vulnerable pupils and those with learning difficulties and/or disabilities is small, it represents a wide spectrum of need. The school works closely with parents, local authority support services, other schools and agencies to support the well-being and learning of these pupils. The requirements for safeguarding pupils are fully met. Although teachers talk to pupils about how to improve their work, procedures to advise them about their achievements and next steps in learning are at an early stage of development. Pupils have learning targets but these are sometimes too general and not related closely enough to pupils' ability. Marking is mainly congratulatory and seldom related to targets.

Leadership and management

Grade: 3

The school is successfully emerging from a difficult period when it has been challenged to reach outstanding standards to reflect pupils' very high starting points. The targets set for pupil achievement are ambitious and improved procedures for checking progress, combined with better teaching, are ensuring that most pupils meet them. An effective plan for evaluating the school's performance is now in place. The school is developing a more accurate view of its strengths and weaknesses and this has contributed to recent improvements. However, these are not yet sufficiently well consolidated to ensure that the school continues to move forward. For this reason, the headteacher, local authority and governors are committed to continue to work closely together to build upon progress so far. While the school enjoys the strong support of most parents, a significant minority express concerns about a range of issues including leadership, staffing disruption, communications and the progress made by their children. The school has not yet done enough to reach out to these parents to allay their worries and to show them what the school has to offer. Despite the concerns of a minority, the school promotes community cohesion well at a local level. At the national and global level it is not well developed. Governance is good. Governors have high aspirations for the school. They have taken firm action to bring about improvement. New committees, closer links with senior staff and more detailed information from the school are helping them to carry out their monitoring role more effectively.

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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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	2
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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**

Inspection of Pannal Primary School, Harrogate, HG3 1LH

My colleagues and I really enjoyed our visit to inspect your school. Thank you for being so friendly and helpful. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. We found that your school has improved since the last inspection and now provides you with a good education.

Things we found out about your school

- You make good progress in your work and standards overall, at the end of Year 6, are outstanding.
- You behave very well in school. You get on well with your teachers and enjoy your lessons especially when the activities are challenging and exciting.
- You are making better progress because the teachers know more about your achievements and what you need to do to improve your work.
- The adults in school take good care of you so that you feel safe and secure.

What we have asked your school to do now to improve even further

- Make sure that the headteacher; the governors and the local authority work closely together to see that the improvements that have been made continue to move the school forward.
- Raise standards in mathematics and science even further by ensuring that the work teachers set is always at the right level of challenge for you.
- Develop better ways to check the progress of children in the Reception classes to ensure that they achieve as well as possible.

You can help your teachers by continuing to work hard, behaving well and keeping up the very good attendance.

We would like to wish you all the very best of luck for the future.