

# Riccall Community Primary School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 121457             |
| <b>Local Authority</b>         | North Yorkshire    |
| <b>Inspection number</b>       | 339942             |
| <b>Inspection dates</b>        | 18–19 January 2010 |
| <b>Reporting inspector</b>     | Carmen Markham     |

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 of pupils on the school roll</b> | 192                                       |
| <b>Appropriate authority</b>               | The governing body                        |
| <b>Chair</b>                               | Mr Paul Brough Jones                      |
| <b>Headteacher</b>                         | Miss Sam O'Brien                          |
| <b>Date of previous school inspection</b>  | 0 July 2007                               |
| <b>School address</b>                      | Coppergate<br>Riccall<br>York<br>YO19 6PF |
| <b>Telephone number</b>                    | 01757 248234                              |
| <b>Fax number</b>                          | 01757 248575                              |
| <b>Email address</b>                       | headteacher@riccall.n-yorks.sch.uk        |

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## Introduction

This inspection was carried out by three additional inspectors. Around 60% of inspectors' time was spent looking at pupils' learning. The inspectors visited 15 lessons, observed 8 teachers and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at documentation including the school improvement plan, school policies and details of the progress made by pupils. Questionnaires were also scrutinised from pupils, staff and 80 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils make sufficient progress in Key Stage 2 given their good progress in Key Stage 1
- the quality of the outcomes for pupils in relation to the Every Child Matters agenda and their spiritual, moral, social and cultural development
- whether teaching is good enough, given the satisfactory standards demonstrated by data at the end of Year 6
- the effectiveness of the governing body in meeting statutory requirements and their involvement in school self-evaluation and development planning
- the effectiveness of leadership and management of the Early Years Foundation Stage, particularly in relation to children's progress and their transition to Year 1.

## Information about the school

This is a smaller-than-average size school. It draws most of its pupils from the immediate village locality, although some travel from farther afield. The percentage of pupils known to be eligible for free school meals is well below the national average. Almost all are of White British heritage. The school is popular and its roll is increasing. The proportion of pupils with special educational needs and/or disabilities is below the national average. Children enter the Early Years Foundation Stage at the age of four. After the Reception Year, pupils are organised into mixed-age classes. The school holds a number of awards, including the Healthy Schools award, the Financial Standards award and Investors in People status. Since the previous inspection, there have been numerous staffing changes in the senior leadership team, in Year 6 and in the Reception class. A new headteacher took up post in June 2008.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Riccall Community Primary is a satisfactory school that is rapidly improving. Current school data clearly demonstrate that standards are rising following a decline in overall standards from above average to average at the end of Year 6. The school has many outstanding features in relation to the care, guidance and support of pupils, their personal development and their attendance.

The school has developed an excellent system to track the progress of all pupils. This demonstrates areas of underachievement for many Key Stage 2 pupils prior to 2008. Since then, many initiatives to raise standards and to improve the quality of teaching, linked to high expectations, have contributed significantly to pupils' accelerating progress. There was evidence of this in lessons, in pupils' work and in the school's own data about pupils' performance. Pupils' overall achievement is satisfactory and improving well as a result of the current good quality teaching. It is not yet consistently good over time and pupils are making better progress in Key Stage 1 than in Key Stage 2.

The school takes excellent care of its pupils and school's motto of, 'to be the best we can be', pervades everything that happens within the school. Pupils are very independent and responsible members of the school, local and global communities. Pupils' committees do much to promote health and safety in school. Their outstanding attendance is a tribute to their enjoyment of, and commitment to, their school.

The school's evaluation of its own performance is very accurate and perceptive. It has led to the successful initiatives to raise standards and reflects the strong ambition and drive of the senior leadership team. This illustrates well the good capacity that the school has to sustain improvement. The monitoring of teaching has been exemplary and has enabled relevant training and support to be introduced. The quality of teaching is now good overall. However, some inconsistencies remain, particularly in relation to teachers' marking, the pace of some lessons and the clarity of the purpose of lessons for pupils.

### What does the school need to do to improve further?

- Secure the better progress of pupils by:
  - improving the quality of teaching so that it is consistently good or better
  - ensuring that all teachers adhere to an agreed marking policy
  - sharing good and outstanding practice in the school
  - ensuring that in every lesson teachers make it clear to pupils what it is they are

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expected to learn.

- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils take huge pride in their work. Pupils in Years 1 and 2 were very eager to show the work they had done on a number line in a mathematics lesson. Pupils enjoy working in groups and pairs and they discuss their work sensibly with each other. Pupils can apply what they have learned to everyday situations as they become increasingly confident in using their knowledge and understanding of fractions.

Pupils enter the Reception class with skills that are broadly in line with age-related expectations and leave at the end of Year 6 with average standards in English, mathematics and science. This represents satisfactory progress overall. However, progress in the Reception class and Key Stage 1 has typically been good. The school has recently worked hard to address this variation in progress by tackling underperformance in writing in Key Stage 2 and school data show that this is very successful. Pupils with special educational needs and/or disabilities consistently make good progress as systems to support their learning are robust and well-established. There is no significant difference between the performance of boys and girls, or of the very few pupils with English as an additional language.

Pupils behave well and have very positive attitudes to their learning. They value school because they enjoy the rich and exciting learning environment. They are very reflective about the quality of their work in relation to their learning and personal targets. Pupils make an outstanding contribution to their school community. They are proud of their whole-school responsibilities, including their work as eco warriors and on the school newspaper. The work and organisation of the school council is exemplary, providing pupils with an excellent understanding of the functions of a well run council. Pupils act as sports leaders and buddies. They make positive health and safety choices and actively promote the importance of these aspects. Pupils make excellent use of their basic skills to fundraise for those in need in Great Britain and around the world. This makes an excellent contribution to their entrepreneurial skills and enables them to encounter and appreciate a range of cultures. Their spiritual, moral, social and cultural development is outstanding.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>1</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>1</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 1        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</b> |

### How effective is the provision?

Overall teaching is good. Its quality ranges from satisfactory to outstanding. Where teaching is at least good, lessons are well planned to meet the needs of all pupils and involve them in their own learning. Pupils are encouraged to be independent learners who know how well they are achieving and how to improve their work. All pupils know their targets and almost all want to succeed. In many classrooms there is a 'learning wall' that pupils use to remind themselves of their own learning targets and how they will be achieved. In the best lessons, the pace is fast and the focus is on pupils making good progress and enjoying their learning. In these lessons, teachers are confident, raise pupils' self-esteem and use teaching assistants very effectively. In lessons in which teaching and learning are no better than satisfactory, there is not enough information given to pupils about what they will learn and the pace is often too slow to challenge and engage pupils. Although most pupils do know how to improve their work, there is some inconsistency in the quality of teachers' marking.

Pupils and parents value the richness and breadth of the good curriculum. It is very well planned to ensure the development of pupils' basic skills, including information and communication technology (ICT), with good opportunities to apply those skills in the many topics and themes. Visits and visitors provide much valued and effective additional enrichment that often inspires pupils; for example, Indian dancing and a multicultural art roadshow. The curriculum makes very good provision for personal, social, health and citizenship education and the impact of this is evident in the excellent personal development outcomes for pupils. Excellent links with local high schools enrich the sporting curriculum and there is an exemplary programme to develop the gifts and

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talents of more able pupils.

The outstanding provision for care, guidance and support ensures that pupils feel highly valued and supported. There are rigorous systems in place to care for pupils. High quality pastoral care is very effectively supported by the home-link worker, who works closely with families. Excellent systems quickly identify pupils in need of additional help and strong links with other schools and external agencies ensure that appropriate help is available. The school can point to several case studies where potentially vulnerable pupils have been helped to overcome potential barriers to learning. Teaching assistants are very effectively used to provide high quality individual or group teaching. Very effective arrangements to ensure good attendance result in it being outstanding. Very good transition arrangements prepare children well for their entry to school and their transition to secondary school.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b><br>Taking into account:<br>The use of assessment to support learning            | <b>2</b> |
|  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

The leadership and management team has clearly identified the school's strengths and the areas requiring development, and has set about driving improvement through a well-considered action plan. Consultation with all who are involved with the school has ensured support for new initiatives and this has ensured success. Priorities are addressed systematically and care is taken to ensure that all staff are accountable for their areas of responsibility in order to ensure that change is fully embedded as soon as possible. The school actively promotes equality of opportunity. There is little difference between the performances of different groups of pupils, as the school ensures good support to remove barriers to learning and provides well considered opportunities to extend and enrich learning. Work to promote community cohesion has included an audit and action plan and the school works with a range of cultures to promote knowledge and understanding. However, there is no regular link with a different school or community. Safeguarding is exemplary. Staff are very well trained and every aspect of safeguarding has been rigorously addressed by the school, with the help and support of the experienced governors. Governance is good; the governing body ensures all statutory requirements are met and is fully involved with school self-evaluation and development planning.

*These are the grades for leadership and management*

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|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>1</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## Early Years Foundation Stage

Children enter the Reception class with skills and knowledge that are generally expected for their age, except in communication, language and literacy, and knowledge and understanding of the world. Good progress is achieved in children's learning across the Early Years Foundation Stage because of good teaching. This means that when they leave Reception, children's knowledge and abilities are above those that are nationally expected, except in writing. Children's welfare is given a high priority. Good induction procedures mean that children settle quickly and feel secure. Good links with parents are established and maintained and this ensures that children's needs are met well. The children are very well behaved and they respond well to clear expectations and the appropriate use of praise from staff. The good use of the stimulating indoor area encourages children to make choices, to learn, to share and to become increasingly independent in their work and play. However, the poorly resourced outdoor area limits opportunities for physical and creative development. The provision is well led and managed. An accurate understanding of its strengths and weaknesses is achieved through regular discussions and observations. Good planning, a willingness to observe and learn from other provisions and a thorough approach to assessment procedures, ensure effective outcomes and provision.



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*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

Overall, parents and carers are extremely positive about the school. Comments refer to children's good progress, the good support for pupils with special educational needs and/or disabilities and the high quality of provision in the Early Years Foundation Stage. Parents and carers value the quality of leadership and management and find staff approachable and supportive. A typical comment reported that: 'My child loves school and this is an indication of the education and care she receives. Every child feels valued- for example, a letter arrived in the post at the start of the summer holidays saying well done for your golden time efforts – this caused total delight.'

A small minority expressed concerns about poor behaviour and bullying that parents felt had not been thoroughly dealt with. The inspectors could find no evidence to substantiate these views. There is a firm bullying policy in place and records show that it is adhered to. However, it is possible that those involved are not aware of the action that has been taken. Inspectors judge that the school could look at ways to improve communication with parents in these circumstances.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Riccall Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 80 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 51             | 64 | 29    | 36 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 60             | 75 | 20    | 25 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 38             | 48 | 41    | 51 | 1        | 1 | 0                 | 0 |
| My child is making enough progress at this school   | 43             | 54 | 36    | 45 | 1        | 1 | 0                 | 0 |
| The teaching is good at this school   | 50             | 63 | 27    | 34 | 2        | 3 | 0                 | 0 |
| The school helps me to support my child's learning  | 47             | 59 | 33    | 41 | 0        | 0 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 47             | 59 | 33    | 41 | 0        | 0 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 36             | 45 | 38    | 48 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 44             | 55 | 32    | 40 | 4        | 5 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 29             | 36 | 41    | 51 | 7        | 9 | 1                 | 1 |
| The school takes account of my suggestions and concerns   | 40             | 50 | 37    | 46 | 3        | 4 | 0                 | 0 |
| The school is led and managed effectively   | 44             | 55 | 35    | 44 | 1        | 1 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 52             | 65 | 27    | 34 | 1        | 1 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

## Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 January 2010

Dear Pupils

Inspection of Riccall Community Primary School, York, YO19 6PF

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. You were all very helpful and polite and displayed a lot of pride in your work. We were very impressed by the many excellent displays that make your school a very colourful and exciting place to work in. We would particularly like to thank the pupils who gave up some of their time to talk to us about their work.

The inspectors agree with your responses to the inspection questionnaire that reported that almost all of you feel well looked after, safe and happy in school, and that the headteacher and senior staff do a good job.

You attend a satisfactory school that is improving very quickly. The school has some outstanding features. These include the excellent care the school provides for you, your outstanding attendance, that shows that you enjoy and value school, and your outstanding personal development. This includes behaving well, making good choices to stay safe and healthy and taking many responsibilities around school. By the end of Year 6, your standards are average and your progress is satisfactory in English, mathematics and science. We can see that you are beginning to make better progress. However, we think that you could do even better in these subjects if all teaching was at least good.

One of the reasons for our visit was to see how your school can improve. We have asked your school leaders to:

- ensure that you keep making good progress by helping teachers to make sure that every lesson they teach is at least good.

You can help to improve your school by working hard to achieve your targets.

Very best wishes for the future

Yours sincerely

Mrs Carmen Markham

Lead inspector

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