

Rillington Community Primary School

Inspection report

Unique Reference Number	121458
Local Authority	North Yorkshire
Inspection number	339943
Inspection dates	7–8 January 2010
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Mrs Sally Roger
Headteacher	Mr D Swann
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and held meetings with governors, staff, groups of pupils and parents and carers.

They observed the school's work and looked at a range of documentation, including policies, the improvement plan and analysis of school records on pupils' progress and attainment. The inspection team received and analysed 45 questionnaires from parents and carers as well as a number of questionnaires completed by pupils.

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

- children's attainment when they start school and their progress through the Early Years Foundation Stage
- the progress pupils make in writing, especially in Key Stage 2
- the progress made by more-able pupils
- the impact of leadership and management on improving the quality of teaching.

Information about the school

This small school serves the rural village of Rillington and surrounding area. The proportion of pupils eligible for free school meals is below average. The vast majority of pupils are from White British families. The proportion of pupils identified with special educational needs and/or disabilities is average. The Early Years Foundation Stage consists of a morning Nursery and a Reception class. The school has achieved the Healthy Schools Award.

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

3

Main findings

Rillington Community Primary is a satisfactory school. It provides a safe and caring environment for all its pupils. Children get a good start in the Early Years Foundation Stage and achievement is satisfactory throughout the rest of the school. The clear focus of the senior leadership team and support from the governing body is leading to faster rates of pupils' progress. Parents and carers feel the school is open and friendly; 'I feel Rillington is a very caring school and teaches very good social skills and attitudes,' typifies their views.

Children enter the Early Years Foundation Stage with skills at levels below those typical for their age. They leave Year 6 with average standards. The achievement of pupils of all abilities is satisfactory, although their progress is not always consistent, especially in writing. Standards in science are above average. Pupils with special educational needs and/or disabilities make at least satisfactory progress because of the well-planned learning programmes for improving their skills. Pupils have a good understanding of how to live a healthy life style and take full advantage of the wide range of physical activities during and after school. Pupils behave well and are thoughtful and considerate towards others. They take on a range of responsibilities as school councillors and playground buddies. Their spiritual, moral and social development is good. However, their knowledge of the cultural diversity of modern life is limited. Pupils' attendance and punctuality is good.

The quality of teaching is satisfactory and improving. In particular, teachers involve pupils well in measuring their success and helping them to improve their own work. However, teachers do not always use their knowledge of pupils' past achievement to set the right level of challenge for pupils' written work. The curriculum is broad and relevant and pupils make good use of information and communication technology (ICT). Links between subjects make learning interesting and meaningful to pupils. However, their literacy and numeracy skills are not consistently developed through other subjects. Pupils' learning is enriched by interesting out-of-school clubs and a range of visits and visitors. There are rigorous systems to support and guide vulnerable pupils and teachers know families well.

Following the last inspection, pupils' attainment dipped, reflecting a period of unsettled staffing. The headteacher and senior leadership team, with effective support from the local authority, successfully addressed weaknesses in provision and standards have risen as a result. Self-evaluation is largely accurate and based on regular monitoring of all aspects of provision. However, some initiatives are too cautiously introduced to lead to the best improvement in the near future. As a result, the school currently has a satisfactory capacity to improve.

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What does the school need to do to improve further?

- Improve the progress pupils make in English, especially in writing, by:
 - speeding up the implementation of priorities for improving writing already identified in the school development plan.
- Promote pupils' basic skills in literacy and numeracy more effectively across the curriculum.
- Provide opportunities for pupils to develop their understanding of the cultural diversity of modern life and involvement in communities that are different from their own.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Currently, standards are average in English and mathematics. Throughout the school the majority of pupils make the progress normally expected for their ability. Pupils work hard and take pride in their work. The rates of progress are increasing throughout school as teachers make better use of assessment to involve pupils successfully in improving their own work. This is reflected in the outcomes of National Curriculum tests for Year 6 pupils since the last inspection. In the 2009 Year 6 national tests, standards were above average for mathematics and science and average for English. The progress and standards achieved by more-able pupils has improved well since the last inspection and are at least average. However, pupils' achievement in writing is not as high as it is in reading because strategies to improve pupils' basic skills are not fully embedded throughout school and the work set does not always provide the right level of challenge. Pupils feel settled and happy at school. They are polite, friendly and tolerant. Pupils feel safe and well cared for. They have a particularly good understanding of how to make safe use of the internet and emails. There is little or no bullying and pupils feel staff pay attention to their concerns. Pupils enjoy being greeted by the headteacher in the playground each morning. The school council ensures that the views of pupils are listened to and its members are proactive in charitable fundraising and other activities. Pupils' self-esteem is high and they feel valued because of the good relationships and social interaction with different adults. Well-planned assemblies, including those led by local clergy, encourage pupils to be reflective and thoughtful. However, pupils' understanding of other faiths and cultures is underdeveloped.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching observed ranged from satisfactory to outstanding. In the best lessons teachers make full use of accurate assessments of pupils' achievements that are subsequently used well to set challenging targets for pupils of different abilities. They make good use of ICT, physical activities and games to suit pupils' different learning styles. A particular strength in many lessons is the good use of 'learning walls' and 'target arrows' that pupils contribute to themselves to help them improve their own work. The pace of teaching has improved well since the last inspection. However, sometimes the work does not provide a suitable level of challenge for pupils of different abilities and, as a result, progress slows. Occasionally, teachers do not use a wide enough range of teaching strategies to help pupils retain information effectively. The quality of marking is good, especially in English, and contributes to pupils' ability to improve their own work. Teaching assistants make a strong contribution to pupils' learning through implementing carefully planned activities to help to bridge gaps in pupils' basic skills.

The school is beginning to make links between subjects to make learning more relevant and interesting. For example, Year 6 pupils learn to produce a well-balanced argument in literacy through their studies of contemporary art. However, pupils' literacy and numeracy skills are not systematically developed throughout the curriculum and this limits their progress. The promotion of pupils' social and emotional learning is a strength of the school and contributes to the access all pupils have to all that the school offers, especially the most vulnerable. There are good opportunities for pupils to sing and learn a musical instrument, such as guitar, and perform in assemblies and local events. Pupils

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particularly enjoy learning to speak French. However, there are few opportunities for pupils to explore different faiths and cultures.

Pupils receive good care and support in an inclusive environment. The welfare of all pupils, especially the most vulnerable, is paramount. Staff are rigorous in ensuring good care, which is supported by well-planned policies and procedures and the strong commitment of all, including administrative and non-teaching, staff. This has a positive impact on pupils' attendance and behaviour. A close partnership with specialist welfare and support services promotes good personal development for vulnerable pupils and those with special educational needs and/or disabilities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and his senior leadership team give the school clear direction and provide a strong lead in school improvement. Improvements to procedures for tracking pupils' achievement and the systematic monitoring of all aspects of provision are now bearing fruit and leading to improved teaching and increasing rates of pupils' progress. However, the school is sometimes too cautious in introducing and embedding new curricular initiatives, limiting the impact they have on pupils' learning. Governors are much more involved in the life of the school than they were at time of the last inspection and they ensure that statutory requirements are met. Procedures for safeguarding are satisfactory and meet government requirements. The school ensures that all pupils are fully included and none is discriminated against. Partnerships with other organisations benefit those who need specialist help and make a satisfactory contribution to pupils' learning. The school makes a valuable contribution to local community cohesion, but its contribution outside the village of Rillington is limited.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

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The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress. They start Nursery with skills which are at levels below those normally expected for their age and leave Reception with average standards in all areas of learning. This is because they are taught well and staff make sure that provision is firmly based on children's needs and interests. A significant strength is that children are fully involved in keeping records of their own development. The most popular books in the reading area are the class scrap books where children's photographs and own words tell the story of their learning. Teachers' planning is securely based on accurate and detailed tracking of children's progress, which staff continue to improve. Parents and carers are kept fully informed of children's progress on a daily basis. Children's welfare is given a high priority. The leadership and management of the Early Years Foundation Stage are good and there has been good improvement since the last inspection.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents and carers support the school and find staff welcoming and considerate. A few parents and carers expressed the view that the leadership team does not always keep them well enough informed. The concerns largely related to a change to a traditional event. The inspection team found that information for parents and carers on children's progress and through letters and the school website is at least as good as that in most schools. The inspectors, therefore, agree with the positive views of parents and carers,

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and find no evidence to support the negative ones.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rillington 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 inspector received 45 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	53	21	47	0	0	0	0
The school keeps my child safe	26	58	16	36	3	7	0	0
The school informs me about my child's progress	18	40	22	49	5	11	0	0
My child is making enough progress at this school	17	38	22	49	4	9	2	4
The teaching is good at this school	18	40	22	49	5	11	0	0
The school helps me to support my child's learning	17	38	22	49	5	11	0	0
The school helps my child to have a healthy lifestyle	18	40	25	56	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)	15	33	23	51	5	11	1	2
The school meets my child's particular needs	18	40	22	49	4	9	0	0
The school deals effectively with unacceptable behaviour	12	27	24	53	5	11	3	7
The school takes account of my suggestions and concerns	13	29	19	42	7	16	4	9
The school is led and managed effectively	10	22	16	36	12	27	5	11
Overall, I am happy with my child's experience at this school	18	40	19	42	8	18	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



08 January 2010

Dear Pupils

Inspection of Rillington Community Primary School, Malton, YO17 8LA

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We really enjoyed talking to you about your work. You should be proud of yourselves, because you are polite, friendly and very helpful.

Your school provides you with a satisfactory education. The headteacher and his staff work hard to make sure you are safe and happy in your learning. Your parents and carers told us that they are pleased with how well the school cares for you. You are fit and healthy because you take part in sporting activities and eat well at lunchtimes. You were really enjoying yourselves in the snow while we were there, creating giant snowmen on the large school field. You get on well together and take good care of each other.

You make suitable progress in most lessons, but sometimes you could achieve even more, especially in writing. Lessons are well planned and teachers often make learning fun. You do not always make full use of your writing skills in other subjects. You learn many interesting things, but you are not taught enough about the lives of people from different faiths and cultures. Children get a good start to their learning in the Nursery and Reception classes.

To help to make your school better, we have asked the headteacher and staff to:

- introduce new plans for teaching writing and other skills as quickly as possible
- give you lots of chances to use your writing and other skills in all subjects
- teach you more about different religions and ways of life.

You can help by carrying on working hard and enjoying your time at school!

With best wishes for the future

Yours sincerely

Mr Andrew Clark

Lead Inspector

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