

Ruswarp Church of England Voluntary Controlled Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 121525 |
| Local Authority | North Yorkshire |
| Inspection number | 339964 |
| Inspection dates | 13–14 July 2010 |
| Reporting inspector | Clive Petts |

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

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|--|--|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 89 |
| Appropriate authority | The governing body |
| Chair | Mr Steve Smith |
| Headteacher | Ms Victoria Hewison |
| Date of previous school inspection | 10 July 2007 |
| School address | Ruswarp Whitby North Yorkshire YO21 1NJ |
| Telephone number | 01947 602029 |
| Fax number | 01947 602029 |
| Email address | admin@ruswarp.n-yorks.sch.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. Inspectors visited six lessons and observed five class teachers. They held meetings with governors, staff and groups of pupils, analysed 47 questionnaire responses from parents and carers and looked at questionnaires from staff and pupils. The team also looked at development plans, pupils' progress data, documents relating to the safeguarding of pupils, the school's policies and procedures; scrutinised pupils' current and past work; and spoke to the School Improvement Partner to discuss her reports.

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

- the current achievement, rates and patterns of progress and attainment for all pupils
- the effectiveness of Early Years Foundation Stage in exploiting the indoor and outdoor provision available
- the effectiveness of leadership and management in building the capacity to sustain the pattern of high attainment and at least good achievement for all pupils.

Information about the school

Ruswarp is a small village school with a majority of pupils coming from surrounding areas. Nearly all pupils are from a White British background with none who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is low. A below average proportion of pupils have special educational needs and/or disabilities with no pupil having a statement of special educational needs. The Early Years Foundation Stage consists of a single Reception class. The school has achieved the Activemark and Eco-Schools status.

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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school where pupils respond exceptionally well to what the school provides for them. High attainment and outstanding achievement and enjoyment are the result of inspiring teaching and learning which ensures that all pupils learn extremely well in a rich, caring and supportive atmosphere. A very large majority of parents and carers are positive in their views. One wrote, 'My child is encouraged to take responsibility for her own safety which is an essential life skill,' and another stated that working with the school 'hand in hand is preparing my child for a bright future'. There is total commitment to providing the best possible education and this is reflected in the staff's passion for teaching and a belief in pupils.

By the end of Year 6 pupils make outstanding progress from their starting points in Reception. Children in Reception get a really good start to their education. Learning is made thought provoking and exciting, although opportunities to explore and investigate the outdoor environment freely are restricted. All groups of pupils do equally well, including those with special educational needs and/or disabilities. Despite variations in small cohorts, which can be unduly influenced by individuals' high or low ability, a pattern of high attainment and achievement has been sustained over time. This is because accurate, reliable assessment of abilities and talents ensures that all activities are adapted to fit individuals' needs, enabling all pupils to make outstanding progress in vibrant lessons. The happy, lively and nurturing atmosphere makes sure that pupils' personal development is rapid. Their grasp of the benefits of an active, healthy lifestyle and keeping safe is outstanding. Imaginative and innovative teaching is highly effective in challenging pupils' thinking, for example when designing and manufacturing flat-pack furniture. Pupils thrive on the responsibilities they are given whether developing their eco-initiative adjacent to the railway line, which they have named Wonderland, or making visiting nursery children feel welcome. The range of social, artistic and business experiences is stunning as there is no limit to the innovation staff bring to the pupils' learning.

Staff and governors accurately identify the school's strengths, although judgements are sometimes modest. Governors regularly visit and hold the school to account. They are aware of the benefits that rigorous quality assurance checking can bring. Talented middle managers are benefiting from increased responsibility in managing and developing new initiatives. The excellent partnerships with the local network of schools and businesses in nearby Whitby are reflected through the curriculum in a lively and compelling way. Consequently, there is a good capacity for sustaining improvement.

What does the school need to do to improve further?

- Improve the quality of outdoor learning in the Early Years Foundation Stage to allow children to play a more dynamic role in their own learning.

Outcomes for individuals and groups of pupils

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|----------|
| 1 |
|----------|

Most children start school with skills and experiences which are typical for their age, although this can vary a lot from cohort to cohort. Throughout school, pupils are exceptionally well motivated and are really keen to do well. The excellent behaviour and responsible attitudes observed in lessons are a direct consequence of the inspiring teaching they receive, which together enable them to achieve high standards by the end of Year 6. Pupils thoroughly enjoy the many lively and first-hand experiences that enable them to make outstanding progress. For example, creative writing about alien creatures was brought alive by using a life size model of a Cyberman and video clips from Doctor Who. Younger pupils' thinking blossoms as themes are effectively matched to their stage of development and used imaginatively, such as when checking in passengers' luggage at the airport desk for those taking a seaside holiday. Pupils are successfully introduced to designing and making a product for a client and working with a local artist and sculptor creating gatepost sculptures.

All pupils achieve exceptionally well by the end of Year 6 because they are effectively taught to analyse problems and apply their skills to a broad range of practical challenges and questions. They demonstrate an excellent grasp of how to cope with risk and keep safe. Pupils are thoughtful, reflective and confident. Their spiritual, social, moral and cultural development is excellent. This is evident in all their relationships, their enjoyment of the challenges on offer and the respect they show adults. All learning and play is free of tension because behaviour is so considerate and kind. Pupils are rightly proud of their developing eco-awareness credentials which are demonstrated in their commitment to develop Wonderland. Attendance has improved over the past year as a result of the rigour with which absence is pursued. Pupils receive excellent preparation for the future because of their well-developed basic and life skills.

These are the grades for pupils' outcomes

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 1 |
| Taking into account: Pupils' attainment ¹ | 1 |
| The quality of pupils' learning and their progress | 1 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 1 |

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

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

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

How effective is the provision?

Outstanding teaching and staff's often ingenious approaches inspire and enthuse pupils' learning. Staff make certain that pupils know what they are expected to learn and they use new technology both skilfully and imaginatively, such as when individual pupils use their hand-held computers linked together wirelessly with their friends to solve mathematical problems simultaneously. High standards are sustained because teachers' assessment of needs and talents is accurate. Despite a little variation in the consistency of help for improvement, precise assessment increasingly enables learning to be personalised, giving pupils the self-belief and skills to succeed by Year 6.

Excellent use is made of topics to link subjects. This makes it possible for pupils of all ages to have more and varied opportunities to practise their skills in an assortment of situations. All school settings, whether indoors or outdoors, are used effectively to give pupils wide experiences. For example, Year 1 and 2 pupils happily search for seaside animals in their outside water tank and on their sandy beach. Numeracy skills are used to bring subjects alive, such as in calculating water speed on the River Esk. The use of information and communication technology spreads through the whole curriculum and includes wildlife photography. E-learning is a routine part of teaching. A broad range of visits, visitors and out-of-school activities adds to the richness of pupils' learning about the diverse, wider world in which they live, including a visit to a mosque and talking to a lifeboat crew.

All pupils make at least outstanding progress because the positive school ethos ensures that all abilities and skills are catered for. Pupils with special educational needs and/or disabilities are given the confidence, support and independence to achieve equally well. In order to offer the best of guidance and support, staff work closely with parents and carers. Outstanding links with a wide range of agencies enable all pupils to get the best out of what is provided. Transition arrangements both into Reception and secondary school are highly effective boosting self-confidence and removing any anxiety.

These are the grades for the quality of provision

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

How effective are leadership and management?

Excellent leadership and management of teaching and support staff ensure that all share the responsibility for continuous improvement. The rich, active and imaginative range of learning experiences provided for pupils are effectively considered and planned to ensure high achievement. Pupils are successfully taught how to take responsibility for their own learning. The checking of pupils' progress is analytical and informs planning of activities exceptionally well. First-rate relations with the local community, nearby schools and support agencies add to the drive to maintain high achievement and attainment. Parents and carers are well informed and provided with helpful opportunities to contribute to their children's learning. There are good procedures in place to safeguard children which meet requirements. Governors have a secure view of the school's strategic direction and priorities which they help to formulate. They share the high aspirations for ongoing improvement. Community cohesion is promoted very well to broaden pupils' understanding of other beliefs and cultures despite the out-of-the-way location. Great care is taken to ensure that all pupils share the same happy experiences and similar good progress. This reflects the school's determination to make certain all achieve equally.

These are the grades for leadership and management

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

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

| | |
|---|----------|
| The effectiveness with which the school deploys resources to achieve value for money | 1 |
|---|----------|

Early Years Foundation Stage

Most children start Reception with skills broadly in line with those expected for their age. They thoroughly enjoy being in Reception because the teaching provides 'hands-on' experiences to ensure that learning comes to life. There is a lot for children to do indoors. Activities are cleverly planned and provide children with ample opportunities to find things out for themselves and unravel problems. Children are given the confidence to lead their own learning and adults are skilled at following their initiative and asking provoking questions to grip children's curiosity. The pirate ship in one corner of the room provides lots of interesting possibilities. Gloria and Sam, the class soft toys, join in the fun dressing as pirates and hunting for treasure.

Children do not yet always have the same opportunities to experience such stimulating learning activities outdoors. Observations are thorough and are compiled in each child's 'learning journey' along with careful assessment of achievement. Children enjoy very good relationships with adults and each other because they are well supported and guided. Welfare requirements are exceeded to ensure that children are kept safe and secure. Parents and carers are given good information to help them join in their children's learning. All achieve well from their starting points to reach the levels expected of them and a minority exceed them by the time they reach Year 1. Excellent leadership and management have led to much improved provision. For example, the design and development of a new indoor classroom which is a stimulating learning environment. They demonstrate high aspirations for further improvement. This is evident in the strong commitment to all achieving equally and in the plan to develop the quality of outdoor learning to match that of indoors.

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 | 1 |

Views of parents and carers

Nearly all parents and carers were positive about how well the school keeps their children safe and happy in school. Inspectors agree with these views. Some actions, for example, the school's efforts to reduce the number of holidays during term time occasionally cause disquiet among a small number of parents and carers. Nonetheless,

some key improvements have been secured, for example in the reduction of absence rate and in pupils' safety awareness, which has helped bolster the school's overall effectiveness.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ruswarp Church of England Voluntary Controlled 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 89 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 31 | 66 | 16 | 34 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 33 | 70 | 14 | 30 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 15 | 32 | 29 | 62 | 3 | 6 | 0 | 0 |
| My child is making enough progress at this school | 18 | 38 | 24 | 51 | 4 | 9 | 0 | 0 |
| The teaching is good at this school | 25 | 53 | 20 | 43 | 2 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 17 | 36 | 26 | 55 | 4 | 9 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 32 | 68 | 13 | 28 | 1 | 2 | 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) | 26 | 55 | 21 | 45 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 25 | 53 | 19 | 40 | 3 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 26 | 55 | 18 | 38 | 2 | 4 | 1 | 2 |
| The school takes account of my suggestions and concerns | 17 | 36 | 25 | 53 | 4 | 9 | 1 | 2 |
| The school is led and managed effectively | 16 | 34 | 23 | 49 | 7 | 15 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 28 | 60 | 17 | 36 | 1 | 2 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

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|----------------------------|--|
| 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.



18 July 2010

Dear Pupils

Inspection of Ruswarp Church of England Voluntary Controlled Primary School, Whitby YO21 1NJ

We want to thank all of you for the very friendly and polite welcome that you gave us when we visited your school. We thoroughly enjoyed our time with you, your teachers and other adults.

We were impressed by your excellent behaviour and your keenness to continue to attain high standards. The school provides an outstanding quality of education where the staff take exceptional care of you. As a result, you obviously feel safe and enjoy very trusting relationships with all adults. It was clear you also really do know how to stay safe and healthy. You can be proud of your outstanding achievement. It was evident from your comments that you appreciate the highly imaginative way your staff make your learning so much fun, so thought provoking and interesting. Some excellent use is made of the many links your school has with the local community, support agencies and local schools. Your parents and carers told me just how much they valued the enjoyment you get from school and the safe way your staff care for you.

I have asked senior leaders to look at ways of developing the quality of what is provided outdoors for you when you are in Reception. This will ensure that younger children have even more opportunities to find things out for themselves whether they are in a classroom or outside.

You can play your part by continuing to work as hard as you can and attending well. Thank you for helping with this inspection. I hope your school will continue to improve.

I wish you all a bright future.

Yours sincerely

Clive Petts

Lead inspector

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