

St Cuthbert's Church of England Primary School, Pateley Bridge

Inspection report

Unique Reference Number	121549
Local Authority	North Yorkshire
Inspection number	339969
Inspection dates	13–14 July 2010
Reporting inspector	Andrew Scott

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Mr Mark Derham
Headteacher	Mrs June Brown
Date of previous school inspection	15 November 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed eight lessons taught by five teachers. They observed other activities, including an assembly and play times, and held meetings with governors, staff and pupils. They analysed the school's documentation, data on pupils' progress, welfare arrangements and the 51 questionnaires that were returned by parents and carers, as well as those from pupils in Key Stage 2 and from staff.

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

- standards in writing and problem solving in mathematics
- the progress of children in literacy and numeracy in the Early Years Foundation Stage
- the extent to which assessment is used in teachers' planning to ensure a consistently good challenge for pupils in Key Stages 1 and 2
- the influence of the curriculum in lessons on pupils' basic skills
- the rigour of evaluating the provision and academic outcomes for pupils at all levels of management.

Information about the school

This is a small school that serves a small town and the surrounding area. Most pupils come from White British families; all speak English as their first language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities fluctuates considerably and has been quite high; it is currently just below average. The current headteacher has been in post since 2007. There have been considerable staff changes since the last inspection; almost all the current teachers have been appointed since that time.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory but improving school. It has many good features that include the quality of care, the richness of the curriculum, partnerships with parents and carers, and pupils' personal development. This has been made possible because of the clear-sighted and decisive leadership from the headteacher, well supported by the senior teacher, staff, governors and the local authority. The pace of the school's improvement is gathering speed and has been most evident in Key Stage 2 where better progress by pupils has led to a sustained rise in standards.

Pupils are happy at school and enjoy learning. Their excellent attendance is testament to their positive attitudes. Behaviour is mostly good and pupils cooperate sensibly in lessons. Pupils are tolerant and mindful of the needs of others; older pupils are sensitive when looking after younger pupils. Pupils rightly feel safe because staff are vigilant about their well-being, especially that of pupils whose circumstances make them vulnerable. Pupils embrace a healthy lifestyle. They are fully involved in the local community and have a good understanding of the wider world.

Standards by Year 6 have risen in recent years and are now average in English, mathematics and science. Pupils' progress in Key Stage 2 has also improved, because of better challenge and a more diverse curriculum. In Key Stage 1 standards are consistently average and pupils' progress is satisfactory. While teaching is mostly good in Key Stage 2, it is satisfactory overall. Expectations of pupils are not routinely high enough and marking is not always helpful. Teachers do not make the best use of the rich curriculum to boost literacy and numeracy skills. In the Early Years Foundation Stage children's progress is satisfactory. They have good social skills, including speaking and listening. The learning environment and range of resources inside and outside are adequate but not varied or stimulating enough to prompt rapid learning. Support by staff is good, but too much emphasis is placed on children learning for themselves. In addition, staff do not always expect enough of children.

The recent staff changes have been managed well by the school's leadership. Inspired by the headteacher, there is a clear consensus among staff about the direction of the school. New systems, such as assessment procedures, and a more creative curriculum are good and increasingly effective; self-evaluation is accurate. Behavioural issues have all but vanished. The strengths in the quality of care and outcomes for pupils have been firmly maintained. Therefore, the school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise standards and achievement by ensuring that:

- teachers extend the creative curriculum fully into literacy and numeracy lessons to strengthen basic skills
- lessons are consistently challenging for all pupils
- teachers' expectations of pupils through their marking of books are clearer and more rigorous.
- Improve the quality and pace of children's progress in the Early Years Foundation Stage by providing:
 - a consistently good level of challenge for children of all abilities
 - a livelier and richer learning environment in the classroom and outdoors, with a more diverse range of stimulating activities
 - a better balance between direct teaching by staff and opportunities for children to find things out for themselves.
- 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

Pupils have a positive approach to learning. In lessons they listen well, sustain concentration and work considerately with others. Socially, they are mature and at ease. Pupils behave well in lessons, although they sometimes become restless and, occasionally, disrespectful when topics do not motivate them. The academic achievement of all pupils, including those with special educational needs and/or disabilities, is satisfactory and standards are broadly average. Progress is better in Key Stage 2 where standards have improved since the last inspection in all subjects. This is because teachers' expectations of pupils have increased and the work is more interesting and diverse. In Key Stage 1 standards in reading, writing and mathematics have been average over time and remain very similar this year.

Pupils acquire a strong sense of community in the school. They carry out various duties efficiently and know their opinions matter to staff. The school council functions well. Links with local community include displays of work at the agricultural show, crown green bowling and joint activities with a nearby US garrison. A link with a school in Bradford enables pupils to compare different lifestyles and cultures. Pupils are enthusiastic about sport and clubs are well attended. They make healthy choices in their eating. They feel safe in school and take good care of others. Attendance is constantly at a high level. Their adept social skills, sense of citizenship, awareness of the wider world and improving basic skills prepare them well for life ahead.

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.

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

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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although teaching is satisfactory, it is more effective in Key Stage 2. In good lessons teachers use assessment data shrewdly to match work to the individual needs of pupils and expectations of pupils are good. There is a livelier pace to learning. New learning is well presented and pupils have ample scope to be resourceful and work independently. For example, Year 5/6 pupils enjoyed wrestling with complex calculations about sale prices in shops. Often, though, lesson planning is quite rigid and does not allow enough for the needs of different groups, nor does it expect enough from them. Work is differentiated but not skilfully enough. Marking is supportive and sometimes specifically highlights how pupils can improve, but not consistently.

The school has done well to enrich the curriculum. A wide range and variety of activities, clubs and visits not only motivate pupils but broaden their knowledge. Teachers use such occasions to improve pupils' skills but do not similarly enhance all lessons enough, especially to promote literacy and numeracy. All pupils in Year 4/5 benefit from tuition in brass and wind instruments, including saxophones, clarinets and trombones, and play as an impressive band. Pupils gain vital personal and social skills. In assemblies pupils readily offer and lead their own prayers. One very young pupil offered up his thanks for 'bikes'.

The school is a caring place. A strong Christian ethos permeates the school, but subtly and almost unobtrusively. Each pupil is special; each problem becomes a shared one. The school works successfully, often with families and other agencies, to overcome any emotional, physical or other issues. Parents and carers are very appreciative. The close support for pupils with special educational needs and/or disabilities enables them to

access, as well as other pupils, all that the school offers. The management of behaviour is generally good. The school's strategies to promote attendance are highly effective.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The firm leadership of the headteacher is moving the school forward decisively. It is taking time for the new staff appointments and management systems, especially the assessment procedures, to be fully effective but the signs are encouraging. The monitoring of provision is regular and perceptive, and teaching has improved. Accurate self-evaluation means that leaders know clearly what the school's strengths are and how it needs to improve. Action plans are well structured and have well-defined aims, although they are not shaped enough by explicit rationales. Senior staff and governors are committed to the school's improvement and embrace a very inclusive approach so that pupils benefit as equally as possible and discrimination of any kind is minimised. Governors are supportive and hard working. They monitor the school's development effectively and ensure that statutory requirements are met, including procedures for safeguarding pupils. All adults connected with the school, for example, are suitably vetted. A strong focus on community cohesion enables pupils to appreciate different aspects of life such the role of the Church, and life in a Kenyan school, as well as values nearer to home, such as providing an annual harvest tea for local older residents. The school has done particularly well to expand partnerships with pupils' families. Parents and carers are more involved with their children's learning, have a clearer picture of their progress and benefit from regular communication. Similarly, other partnerships, especially with local schools and the local authority, have a marked influence on pupils' social and cultural development, as well as supporting their individual learning needs. Overall, the school is well placed to improve further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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

The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

In the Nursery and Reception classes, children make a satisfactory start to their education. They begin school with skills and abilities that are typical for their age, although their personal and social skills are quite well developed. They make satisfactory progress over the two years and enter Year 1 at a level expected of five-year-olds in all areas of learning. Children are good communicators with confident speaking skills. They mostly play and work well together, but do not always appreciate the need to share and take turns. They are given good opportunities to investigate and learn for themselves. However, too much emphasis is based on this approach and there is not always enough initial input from the staff to ensure effective learning. Resources are adequate and, during the activities, guidance from staff challenges children to develop their own ideas. Even so, creativity is lacking in teachers' planning and in the variety of resources indoors and outside to motivate children fully and enable them to make swift progress. There is good provision for the welfare and well-being of children, much as in the rest of the school. Older pupils join the children in their break times and are good at supporting their work and boosting their social skills. The leadership of the Early Years Foundation Stage is satisfactory. There have been improvements to the learning space available and assessment recording is good, but developments to the provision do not take enough account of the capabilities of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

More than half the parents and carers returned their questionnaires. The vast majority were very pleased with the school, especially that their children were happy. They praised in particular the welcoming ethos and approachability of staff, the quality of care and education, including the range of activities, the dedication of staff and the impact of the headteacher's leadership. Parents and carers felt valued and involved. The inspectors agree with these views. A few parents and carers expressed some concerns about the management of behaviour, the quality of their children's progress, and the amount of communication about progress. The inspectors acknowledge that behaviour is not always good, but consider that staff generally handle any infractions well. They judge that pupils' progress is not less than satisfactory but agree that not all is good. The inspectors found no evidence to support any lack of communication to parents and carers about their children's progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Cuthbert's Church of England Primary School, Pateley Bridge 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	69	14	27	2	4	0	0
The school keeps my child safe	42	82	8	16	0	0	0	0
The school informs me about my child's progress	34	67	14	27	2	4	1	2
My child is making enough progress at this school	38	75	11	22	1	2	1	2
The teaching is good at this school	37	73	11	22	2	4	0	0
The school helps me to support my child's learning	35	69	13	25	3	6	0	0
The school helps my child to have a healthy lifestyle	39	76	12	24	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	71	13	25	0	0	0	0
The school meets my child's particular needs	37	73	13	25	1	2	0	0
The school deals effectively with unacceptable behaviour	38	75	7	14	4	8	1	2
The school takes account of my suggestions and concerns	35	69	10	20	3	6	1	2
The school is led and managed effectively	38	75	13	25	0	0	0	0
Overall, I am happy with my child's experience at this school	38	75	11	22	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

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.



15 July 2010

Dear Pupils

Inspection of St Cuthbert's Church of England Primary School, Pateley Bridge, Harrogate, HG3 5LE

I am writing to thank you for the part you played in the recent inspection of your school. It was good to hear your views and ideas about the school. These helped the inspectors to gain a clear picture of your school.

We found that your school is satisfactory at present but improving all the time. Like you, we know the school takes good care of you and provides a lot of interesting activities for you. You behave well, get on with one another and work well in lessons. We are pleased that you lead active and healthy lifestyles, enjoy your music and gain a strong sense of togetherness both in school and with the outside world. We were very impressed by your excellent attendance.

It is good that standards have risen in Key Stage 2 and that progress is mostly good in these classes. Your overall progress is satisfactory and standards are average for your age, which is fine, but we feel you could do better. Lessons are often interesting and challenging, especially for you older pupils, but not often enough. Sometimes the work is not hard enough and teachers do not give you clear advice in their marking about how to improve your work. We would like the school to put these things right. Similarly, we have asked the school to make sure that adults do more to guide and inspire those of you in the Nursery and Reception classes. We would like to see more exciting activities so that staff can expect more from you.

Your school is improving because of the hard work and tireless dedication of your headteacher. She has been helped by staff, governors and your families, who all have your best interests at heart. Your behaviour, the variety of your activities, the teaching and, of course, your progress are all becoming better. I hope that our suggestions for the school will help it to succeed even more. I am sure you will respond well to any changes and work hard to raise your achievement.

I wish you every success for the future.

Yours sincerely

Andrew Scott

Lead Inspector

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