

North Rigton Church of England Primary School

Inspection report

Unique Reference Number	121579
Local Authority	North Yorkshire
Inspection number	339973
Inspection dates	9–10 June 2010
Reporting inspector	Lesley Clark

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair	Mr Paul Butler
Headteacher	Mrs Alison Hill
Date of previous school inspection	27 February 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and observed four teachers teaching. The inspector held meetings with the Chair of the Governing Body, staff, parents and carers, and pupils in Years 3, 4, 5 and 6, including school council members. They observed the school's work and looked at a range of documentation, including paperwork and policies relating to safeguarding, pupils' work in English and mathematics, younger children's learning profiles (detailed records of children's progress and development), the school improvement plan and 66 completed questionnaires from parents and carers as well as completed questionnaires from pupils and staff.

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

- the extent to which more-able pupils and those with special educational needs and/or disabilities are sufficiently challenged in mathematics and to what extent they are involved in setting their own challenges in this subject
- the extent to which pupils are involved in assessing their own learning
- the provision in the Early Years Foundation Stage to determine which aspects help the children to make progress at a rapid rate
- the extent to which the school has still to develop the promotion of community cohesion, especially in terms of its national and international links.

Information about the school

This small village school serves a semi-rural community. Almost all pupils are White British. None is learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average but varies considerably between year groups. A below-average proportion has a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. Pupils are taught in three mixed-age classes plus a Reception class which forms the Early Years Foundation Stage. There have been several staffing changes in the last three years, including a period of acting headship. The school holds the Inclusion Quality Mark level 4, the Dyslexia Quality Mark, the Activemark and 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has outstanding partnerships with parents and carers. The school involves them closely in their children's learning through the Rigton Reporter', a weekly information pack containing homework and news of school and community events. The school's strong community and parish links are underpinned by its Christian values, leading to pupils' outstanding spiritual, moral, social and cultural development. Pupils are open to new ideas and appreciate cultural diversity because of the school's developing links with international communities. The school makes excellent provision for pupils with special educational needs and/or disabilities. As a result, they make outstanding progress. Pupils behave well and enjoy working together. They have an excellent understanding of how to be healthy and take full advantage of the many opportunities for physical activity provided by the school.

Pupils achieve well. They are well taught and make good progress, in every class, from their generally above-average starting points. They follow an interesting curriculum, with many educational visits which enrich their learning. Attainment is high in English at the end of Year 6, reflecting the school's focus on literacy, especially writing. As a result, pupils read and write exceptionally well. Attainment in mathematics tends to be lower than in English, with fewer pupils reaching the higher levels. This is because the most-able mathematicians do not have consistent opportunities to work independently on suitably challenging tasks. The school's focus on learning mathematics and science through practical, investigative and thought-provoking activities is having a positive impact on younger pupils' attainment but has yet to filter up through the whole school.

The school has made good improvement since the last inspection, involving pupils extensively in assessing their learning. Self-evaluation is largely accurate and the leadership of the headteacher has inspired an ambitious drive to change pupils' educational experience radically, using the dynamic Early Years Foundation Stage as its model. Sometimes, however, the impetus for improvement slows because there are too many priorities for development and not enough delegation of responsibilities. The governing body is well organised and knows the school's strengths and weaknesses well. It has a good strategic overview and this contributes to the school's good capacity to improve.

What does the school need to do to improve further?

- Raise the attainment in mathematics, especially for the most able by:
 - ensuring tasks are well matched to their abilities

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- giving pupils more opportunities to apply their skills in other subjects
- setting regular mathematics challenges, so as to extend pupils' learning
- raising the profile of mathematics across the school.
- Sharpen development planning by:
 - reducing the priorities for improvement
 - sharing leadership responsibilities between staff.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their lessons thoroughly and achieve well. They are lively and alert and not afraid to make suggestions. They work sensibly in groups and take turns well. Pupils know that everyone is allowed to have an opinion and they are good at giving reasons when they agree or disagree with each other. Occasionally, they are mildly thoughtless and sometimes call out unduly in lessons. Pupils' writing is extremely good. They write neatly and have a good command of language. Their learning comes on apace when they are actively involved, as was seen in a Years 1 and 2 mathematics lesson when pupils worked out how to measure accurately the enormously long snakes they made. The most able pupils speculated about whether or not the snakes could reach infinity. By contrast, older, most-able learners took their time completing routine tasks, delaying tackling the extension work.

Pupils have lots of opportunities to write in different subjects and use their considerable skills to write to professional authors, for example. The pupils use and apply their numeracy skills less extensively. Attainment in English is high, with over 75% on track to exceed nationally expected levels. Attainment is comfortably above average in mathematics. Pupils with special educational needs and/or disabilities make excellent progress in English and mathematics because classroom support is outstanding and the work in both subjects is very well matched to their needs.

The school council represents pupils' views fully. Play leaders make sure that everyone has someone to play with. Special clubs, such as the horticultural club, help pupils to develop team skills. Pupils say there is no bullying and agree that 'when there was, it was dealt with well and stopped'. They respect each others' different needs and understand behavioural problems. Pupils are extremely interested in other cultures and have been busily preparing information to be despatched to their link school in Ghana. Their spirituality is shown in the sensitive prayers they write with empathy for others. Pupils arrive punctually. Their attendance is above average. With their advanced literacy and computing skills, competent numeracy skills and confident outlook, pupils are well prepared for their future lives.

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	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching quality ranges from satisfactory to outstanding. In literacy lessons, questioning is of a high order. This questioning enables pupils to speak, write and analyse confidently. Strengths in teaching include lively practical work, good use of interactive technology and highly effective teaching assistants. Teachers involve pupils in setting 'top tips' for success and pupils set their own targets and check when they have met them. Pupils are, therefore, clear about what they need to do to improve their work. Where teaching is less assured, the pace of learning for the most able slows because teachers tend to give them too many practice examples, which cuts down the time the pupils have to spend on the tasks which make them think.

There is a good, well-organised curriculum that is being further improved by changes that will link subjects more creatively and enable pupils to lead much of their own learning. This development is having a significant impact on younger pupils' progress, especially in mathematics, but has yet to filter through to some of Key Stage 2. Extra-curricular activities, residential and educational visits and learning to speak and write in French are important strengths. The curriculum tends to favour literacy over numeracy, offering limited scope for the most-able mathematicians to forge ahead.

The school takes good care of its pupils and prepares them well for the next stage in their education. The support it gives to pupils with behavioural difficulties and those with special educational needs and/or disabilities, in particular, is excellent both in and out of the classroom. The school goes the 'extra mile' to make sure that these pupils attend selected clubs and educational visits to help them flourish.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 headteacher's committed drive for improvement is making a real difference to the quality of pupils' learning. All staff promote equal opportunities well and tackle discrimination effectively. Consequently, outcomes in achievement and well-being for most pupils are good and for some are outstanding. Staff are tackling areas of weakness creatively, such as through the joint leadership of mathematics, which is sparking more innovative approaches to teaching. The school has lots of useful action plans but too many priorities on the go at once. Because of recent staff changes, the headteacher has too many responsibilities. This imbalance is now limiting staff development and slowing the process of checking on whether plans and actions are proving to be effective or not. Arrangements and policies for safeguarding are in line with government requirements. Many are recent and their effectiveness has not yet been reviewed. The school integrates safety issues into its daily work and so pupils have a good understanding of how to stay safe. Extremely productive partnerships with parents and carers have a considerable impact on pupils' good achievement. Good partnerships with other institutions make a positive contribution to the school's outward-looking nature. The school's commitment to community cohesion is good. It has extensive local and parish links and strengthening international links. Governors are well informed and have good systems to evaluate the effectiveness of their support.

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
The effectiveness of the school's engagement with parents and carers	1
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

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	
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	2

Early Years Foundation Stage

Children make good progress. Almost all are working well within the expected levels by the start of Year 1, with a good proportion exceeding these levels. There is no doubt that children lead their own learning! They have lots of creative ideas, so much so that they have agreed with their teacher that they do major tidying up only at the end of the week, so that they can pick up where they leave off each day. The up-side of this situation is the dynamic and lively learning, as for example, when children converted the café' in the shed into a 'dinosaur tardis and, in another instance, when one child took charge of sinking and floating objects because he has made some interesting discoveries he wants to share. Conversely, the down-side is the untidy piles of Wellington boots, coats and hosepipes, as children do not readily tidy away after themselves. These could pose hazards.

Teaching quality is good and staff use assessment effectively to chart children's learning and development. The way they collate the information is evolving in order to be more manageable and reflect all areas of learning equally well. Each day is tailored to meet children's interests and needs and help them to make the next steps in their learning. The provision, both indoors and outdoors, promotes good quality learning. Children are highly independent and full of curiosity as a result. With reminders, children self-register and listen carefully when they need to. The provision is well led and managed.

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

Over two-thirds of parents and carers completed the questionnaires. Parents and carers have very positive views about the school and are very happy with their children's experience of school. In addition, parents and carers talked informally with inspectors to express their appreciation of how the school involves them and welcomes their support. A tiny minority expressed concerns about behaviour. The inspection team finds

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behaviour to be good and that the school gives excellent support to children with behavioural problems.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Rigton Church of England 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	55	29	44	0	0	0	0
The school keeps my child safe	46	70	20	30	0	0	0	0
The school informs me about my child's progress	37	56	26	39	3	5	0	0
My child is making enough progress at this school	39	59	26	39	1	2	0	0
The teaching is good at this school	41	62	22	33	0	0	0	0
The school helps me to support my child's learning	35	53	26	39	2	3	0	0
The school helps my child to have a healthy lifestyle	46	70	20	30	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	55	28	42	0	0	0	0
The school meets my child's particular needs	28	42	34	52	4	6	0	0
The school deals effectively with unacceptable behaviour	26	39	32	48	5	8	2	3
The school takes account of my suggestions and concerns	31	47	31	47	2	3	0	0
The school is led and managed effectively	37	56	28	42	0	0	0	0
Overall, I am happy with my child's experience at this school	44	67	18	27	0	0	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.



11 June 2010

Dear Pupils

Inspection of North Rigton Church of England Primary School, Leeds, LS17 0DW

Thank you for your warm and friendly welcome. A special 'thank you' goes to pupils in Years 3,4, 5 and 6 who spent time showing their work to me and talking to me about this school and to a small group of Reception girls who insisted on showing me their 'learning profiles' so they could point out how much more they know now! You go to a good school and you know just what to do to keep healthy. Your spiritual, moral, social and cultural development is outstanding. You behave well and your school gives excellent help to those of you who find learning difficult. The interesting homework you do helps your parents and carers to be fully involved in your learning. You are well taught and your school trips sound good fun. You make good progress and you read and write exceptionally well for your age. You are good at checking your work and making it better. You tend not to do quite as well in mathematics as you do in English, especially those of you who find learning very easy. Your headteacher has so many things she wants to do to improve your school and she tries to do them all by herself. So this is what I have asked your school to do next to help you all make further progress:

- give those of you who find learning in mathematics very easy more time to work on tasks that really make you think. I also want you to do regular mathematics challenges so that doing well in mathematics is as important in your school as writing well
- share responsibilities between staff and have a shorter list of things to improve.

I hope you enjoy these new challenges. Perhaps you will set each other some mathematical challenges too!

Yours sincerely

Mrs Lesley Clark

Lead inspector

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