

Knaresborough, Aspin Park Community Primary School

Inspection report

Unique Reference Number	121432
Local Authority	North Yorkshire
Inspection number	354376
Inspection dates	14–15 June 2010
Reporting inspector	Gordon Potter

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	The governing body
Chair	Mrs June Graham
Headteacher	Mr Nick Long
Date of previous school inspection	18 April 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 35 lessons taught by 15 teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 161 questionnaires returned by parents and carers, as well as questionnaires from staff.

- the quality of teaching and its impact on the rates of progress made by high attaining pupils
- pupils' understanding of life in other countries and the multi-cultural make-up of society in the United Kingdom.

Information about the school

This is a much larger than average size school. The proportion of pupils known to be eligible for free school meals is well below average. Most pupils are from White British heritage backgrounds. The proportions of pupils with special educational needs and/or disabilities and of those with a statement of special educational needs are well below average. The school has achieved the Healthy Schools, Activemark and Eco-schools (Silver) awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

In this outstanding school, pupils attain high standards because outstanding teaching and an increasingly exciting curriculum enthuse them and help them make good, and sometimes exceptional, progress. They receive outstanding care from all staff which enables them to flourish as happy, confident, articulate and well-motivated individuals. Pupils have an excellent understanding of how to stay healthy, behave extremely well and are certain that they feel safe in school. Their highly developed skills in English, mathematics and information communication technology (ICT), allied to their high attendance, ensure that they are extremely well-prepared for their future economic well-being. They make a major contribution to the life of the school and the local community. They have outstanding spiritual, moral, social and cultural awareness and are keenly aware of life in other countries and of different faiths and cultures. However, their understanding of the multi-cultural make-up of society in the United Kingdom is less well developed.

The curriculum is good overall. It is strongly focused on developing not only pupils' skills in English and mathematics, but also their high achievement in art, sport, science and music. While pupils attain high standards at the end of Key Stage 2 because of extremely skilful teaching, there is scope for them to be higher still because, as yet, there are too few opportunities for pupils to investigate together, to solve problems and to apply their skills, especially in mathematics. The school has much useful data about pupils' skills and abilities and employs it well to plan work to engage pupils at all levels. Highly effective changes to the way in which pupils with special educational needs and/or disabilities are supported mean that they make exceptional progress. There is outstanding provision in the Early Years Foundation Stage where children thrive and make a flying start to their education. There are outstanding partnerships with outside agencies.

The excellent leadership of the headteacher, very ably supported by leaders at all levels and by an outstanding governing body, has ensured that the school has continued to improve. Their clear sighted self-evaluation has meant that initiatives, including improved teaching and care, a more stimulating curriculum and more effective assessment strategies, have maintained high standards and are beginning to further increase rates of progress. Given the outstanding quality of both provision and outcomes for pupils, the school's capacity to improve is outstanding, and it provides excellent value for money.

What does the school need to do to improve further?

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- By 2011, further raise pupils' attainment by ensuring that:
- – they have more opportunities to investigate together, to solve problems and to apply their skills, particularly in mathematics, across a range of subjects.
- Develop pupils' understanding of the multi-cultural make-up of society in the United Kingdom.

Outcomes for individuals and groups of pupils**1**

Pupils have excellent attitudes, are extremely courteous, form very strong relationships and show great keenness to do well in their work. They achieve highly and clearly enjoy their learning. They achieve particularly well in writing, art and in studying the environment. They especially enjoy challenging and lively activities, such as investigating the murder of King Duncan or interrogating data and creating graphs.

From starting points in Year 1 which, overall, are well above national expectations, pupils attain high standards by the end of Year 6. Attainment at the end of Year 2 is also high. Historically, pupils have made good progress to maintain high standards. Evidence seen during the inspection indicates that improvements to teaching and a more interesting curriculum are enabling pupils to make more rapid and often exceptional progress, especially those younger ones who have benefited from the improved provision in the Early Years Foundation Stage. Pupils with special educational needs and/or disabilities are exceptionally well supported and make outstanding progress.

Pupils are extremely aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their keen involvement in physical education and sport and the high take-up of healthy school meals. They care for one another extremely well, have great respect for each other and for the adults in the school, and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils willingly take on roles as playground helpers, prefects and peer mediators, and older pupils help younger children with their reading. They make a positive contribution to the school community through the school council. This meets weekly and manages its own budget to fund playground equipment. Pupils support a range of charities and participate in competitions, activities with the local churches and support improvements in the local environment. With above average attendance, pupils are extremely well-equipped for their future economic well-being because their skills in ICT and in speaking and listening are securely developed, and they have excellent basic skills in English and mathematics.

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	1
Taking into account: Pupils' attainment ¹	1
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	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	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Outstanding teaching, based on strong subject knowledge, positive relationships and the desire to make learning fun is a central feature of the school and contributes to the good and increasingly excellent progress pupils make. Lessons are very well planned so that pupils are given opportunities to learn through practical and investigative activities and there are many opportunities for them to learn through games and using ICT . Teachers guide learning well using discussion, investigation and computers to engage pupils and to stimulate their thinking, for example, when encouraging pupils to think about life and work in Africa or to learn new French words. Teachers make it clear to pupils what they will learn and how they will know if they have succeeded, skilfully directing and checking their learning through questioning. Occasionally, teachers are so confident in their own skills of leading discussions that they miss opportunities to allow pupils to discuss ideas together. Marking is good and enables pupils to be clear about what they have achieved and know what they have to do to improve further.

The curriculum contributes to high standards by offering pupils a wide range of challenging and creative activities, which are increasingly based on pupils' own interests. There are many opportunities for pupils to use their skills in ICT and to write in subjects other than English, for example, when they research and write about the Tudors or about life in other countries such as India. However, pupils' high abilities mean that they would benefit from even more opportunities to investigate together, to solve problems and to apply their skills, especially in mathematics. All pupils learn French, they particularly enjoy physical education, singing and art. Pupils benefit from the extension of early learning activities into Year 1. The school provides many activities which enrich

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pupils' learning. For example, the visits by theatre groups and their own visits to places such as Fountains Abbey and Bolton Castle, which support their skills in history and writing. They participate enthusiastically and successfully in a range of extra-curricular activities, such as cricket, choir, orchestra and dance.

All staff have very detailed knowledge about individual pupils so that they are extremely well cared for and develop high levels of self-esteem, respect and responsibility. A key recent initiative has been the development of the excellent provision for pupils with special educational needs and/or disabilities, for those with complex medical needs and those who are gifted and talented. There are well established practices to involve parents and carers when their children enter school and excellent procedures as pupils move through school and on to secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has ensured that that this outstanding school has continued to excel and has successfully brought about further improvements in teaching and care. He has distributed more responsibility for reviewing school effectiveness and analysing data to senior leaders, and subject coordinators, who are very clear about their roles, relish the accountability. There are detailed and appropriate priorities to effect further improvements in the curriculum. The school knows itself very well and plans for improvement are clearly delineated in the school development plan, which is monitored regularly and to which all staff and governors contribute. There is a well organised programme of continuing professional development which uses the skills of staff in school to share expertise, as well as working closely with local and national providers to advance school improvement. The school is proud of its inclusive nature and its 'small school' atmosphere. The school informs parents and carers regularly about pupils' progress and uses homework well so that they can be supported in their learning at home. It has close links with outside agencies to support the individual needs of pupils from a range of backgrounds and those with medical needs, showing the school's commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided at all times. Governors offer great support and are extremely rigorous in offering challenge to the school and in monitoring its work. The school's arrangements for safeguarding pupils are robust and meet government requirements. There are good procedures to ensure their safety. The school

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makes a good contribution to community cohesion. It is very clear about its place at the heart of the local community and its role in helping pupils realise their place as global citizens. However, their understanding of their place as members of a culturally diverse society is less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Despite a range of ability, children's skills on entry to Reception are above those expected for their age overall. Excellent teaching helps children to make outstanding progress so that their skills are well above average when they enter Year 1. Caring relationships ensure that children feel safe, are confident, happy and settled. They care for one another extremely well, share their toys, work together happily and behave extremely well. The school provides an attractive, well set out and vibrant learning environment, both indoors and outdoors, so that children flourish in all areas of learning. They particularly enjoy visiting the wildlife area to explore the plants, the frogs and the minibeasts. There is a particularly strong emphasis on developing children's skills in reading, writing, mathematics and creativity. A range of healthy snacks and drinking water and many opportunities for exercise, help children develop an excellent understanding of how to stay healthy. Staff ensure that requirements regarding children's safety are met. The leader of the Early Years Foundation Stage has an extremely clear understanding of how children learn. There is much useful information about children and their progress, and observations and assessments are very well used to inform their day-to-day planning. There is a very strong team ethos amongst the

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many adults who skilfully and sensitively support children with a range of diverse needs. There are highly effective partnerships with parents and carers that enable children to settle quickly into the Reception classes, and there are excellent arrangements for transition into Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A minority of parents and carers responded to the questionnaire. The respondents support the school very strongly. A very large majority like the way the school helps pupils to feel safe, behave well, stay healthy and enjoy their learning. Parents and carers are strongly supportive of the quality of teaching, leadership and the way in which the school informs them about their children's progress. The inspection agrees that these are positive features of the school. However, a few parents and carers indicated that they believed the school could take more notice of their concerns. Inspectors believe that the school has done much to improve communication with parents and do not consider that this is an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

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

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

The inspection team received 161 completed questionnaires by the end of the on-site inspection. In total, there are 423 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	64	52	32	4	2	1	1
The school keeps my child safe	98	61	55	34	2	1	1	1
The school informs me about my child's progress	78	48	74	46	7	4	1	1
My child is making enough progress at this school	80	50	72	45	5	3	0	0
The teaching is good at this school	94	58	59	37	4	2	0	0
The school helps me to support my child's learning	73	45	76	47	9	6	0	0
The school helps my child to have a healthy lifestyle	87	54	67	42	5	3	1	1
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)	85	53	64	40	3	2	0	0
The school meets my child's particular needs	75	47	76	47	6	4	0	0
The school deals effectively with unacceptable behaviour	73	45	68	42	10	6	2	1
The school takes account of my suggestions and concerns	64	40	78	48	12	7	0	0
The school is led and managed effectively	82	51	64	40	11	7	0	0
Overall, I am happy with my child's experience at this school	95	59	56	35	6	4	1	1

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 pupils' 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.



16 June 2010

Dear Pupils,

Inspection of Knaresborough, Aspin Park Community Primary School, Knaresborough, HG5 8LQ

On behalf of the team, thank you so much for making us welcome when we inspected your school recently.

You go to an outstanding school and of all the excellent things we saw, the best is you! The team was very impressed by the pride you take in your work, how hard you work in lessons, your writing and your skills in ICT. You behave very well, show great respect for one another and look after one another admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs, including your garden and wildlife area. Your parents and carers like the school very much. All staff care for you extremely well. Your teachers make your lessons fun. They help you learn well and tell you clearly how to improve your work. They also know what to do to make the school even better.

I have asked your teachers to do the following things to make your school even better:

- to help you to reach even higher standards at the end of Year 6
- develop the curriculum further so that you have more chances to investigate together, solve problems and to apply your skills, especially in mathematics
- help you to learn more about the people from different cultures who live in the United Kingdom.

You can help by continuing to do your best and by continuing your excellent attendance. I wish you every success in the future.

Yours sincerely,

Mr Gordon Potter

Lead Inspector

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