

# Darley Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121410
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380232
<b>Inspection dates</b>	8–9 March 2012
<b>Lead inspector</b>	Christine Harrison

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Garside
<b>Headteacher</b>	Nicholas Coates
<b>Date of previous school inspection</b>	18 October 2006
<b>School address</b>	Darley Harrogate HG3 2PZ
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## Introduction

Inspection team

Christine Harrison

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons and each teacher was observed at least once. The inspector held meetings with the headteacher and senior teacher, members of the governing body and a group of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. She observed the school's work and reviewed documentation including, records of pupils' progress, the school's records of lesson observations, improvement plans and minutes of governing body meetings. The inspector scrutinised 41 questionnaires returned by parents and carers and also those from pupils and staff.

## Information about the school

This is a much smaller than average primary school serving the village of Darley and the surrounding rural area. The proportion of pupils from minority ethnic backgrounds is well above the national average and almost half the pupils come from the nearby American air force base. The number of pupils entering or leaving the school during the school year is above the national average because families move into and out of the base. In 2009, 30 pupils left the school as a result of a major movement of American personnel. At that time, the number of classes in the school was reduced from four to three.

Almost all pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs, and are supported at school action, is almost twice the national average. The number supported at school action plus or with a statement of special educational needs is average. The school has an after-school club which offers care for pupils for two hours after the end of the school day on three days each week. The school meets the current floor standard.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school that provides a happy, safe and caring environment for all pupils. The school has a particular strength in the way that it welcomes and supports pupils who arrive at different times of year and with very varied earlier experiences. It is not good because pupils' achievement in writing and mathematics is no better than satisfactory and this reflects the overall satisfactory quality of teaching and learning.
- Pupils' attainment is broadly average. However, achievement and progress vary, both between classes and in different subjects. Achievement is consistently good in reading but satisfactory in writing and mathematics. In some lessons, more-able pupils are not sufficiently challenged and do not learn as quickly as they might.
- Teachers have established good relationships with pupils and manage them well. They often provide activities that engage and motivate pupils. Nevertheless, the quality of teaching is satisfactory overall because the pace of lessons is often slightly slow and in some lessons teachers' planning does not meet the needs of different groups of pupils.
- Pupils' behaviour is very good around the school and they are polite and helpful. Pupils enjoy school and their attendance is above average. One parent, reflecting the views of many, wrote, 'Both my sons are enthused to go to school and happy and excited at the end of the day'. In lessons, pupils are always well behaved but sometimes concentration dips when activities do not precisely meet their needs.
- The school's leaders and staff share a determination to provide the best possible education for pupils. The recent focus on improving reading, for instance, has been successful. However, the leadership of teaching and the management of performance are not as effective as they might be in ensuring that teaching is consistently good and enabling pupils to make uniformly good progress. This is mainly because assessments of pupils' progress are not always reliable, some lesson observations lack rigour and there is a relative weakness in middle leadership.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Improve pupils' achievement in writing and mathematics by:
  - encouraging pupils to write at greater length and to use a wider range of vocabulary
  - making sure that the work provided in mathematics is always sufficiently demanding, particularly for more-able pupils.
- Increase the proportion of teaching which is at least good by:
  - planning lessons with a greater emphasis on meeting the precise requirements of all groups within the class and making sure that all make good progress and maintain concentration throughout the lesson
  - making better use of lesson observations, in that they become more tightly focused on pupils' learning, to identify and overcome weaknesses in teaching.
- Ensure that the school's leaders are more effective in driving school improvement by:
  - checking assessment information more rigorously to ensure its accuracy so that action can be taken promptly to address any signs of under-achievement
  - enabling middle leaders to take more responsibility for improving pupils' progress in writing and mathematics
  - improving the grouping arrangements for Years 2, 3 and 4, particularly for writing and mathematics, so that the widely varying needs of pupils can be met more effectively.

## Main Report

### Achievement of pupils

Pupils make satisfactory progress overall and their attainment by the end of Year 6 is average. Almost all parents and carers who responded to the questionnaire judge that their children make good progress. However, inspection evidence indicates that pupils' progress is satisfactory overall, rather than good.

Children arrive in Reception and at different times during their primary education, with a wide range of different experiences and skills. In the current cohort, more than a third of the children have identified behavioural difficulties. Children settle well in a calm and supportive environment and respond well to sensitive interactions with adults. Last year's assessments at the end of the Reception Year indicated some weaknesses in children's skills in writing and calculation. Lesson observations show that children are now making better progress, particularly in writing. Pupils in Year 1 make good progress in letters and the sounds they make, laying the foundation for good progress in reading throughout the school.

In lessons, pupils' learning is good when they are fully involved in activities and have to think hard about what they are doing. For example, they skilfully discuss their ideas and help each other to reach sensible conclusions. The learning in Years 2, 3 and 4 varies because topics and activities are often not as demanding as they should be for more-able pupils. Occasionally, lower attaining pupils have to sit and listen to explanations that are too difficult. The school's tracking data indicate that progress for pupils in Year 2 is generally

better than that for pupils in Years 3 and 4, particularly in mathematics. Several pupils in Years 5 and 6 confirm their problems with mathematics in earlier years but say that they now receive extra support, sometimes before school, which is helping them to improve. As a result, overall progress is better for pupils in these year groups. In mainstream lessons, however, more-able pupils sometimes spend too much time reinforcing mathematical skills that they have already mastered.

Throughout the school, pupils' reading is a strength; attainment in reading is average at the end of Year 2 and above average at the end of Year 6. Even the youngest and weakest readers recognise sounds and try to read unfamiliar words. Most pupils of all ages are enthusiastic about reading and enjoy explaining what they have read.

Last year's test results for Year 6 showed that pupils underachieved in writing. The school has taken effective steps to improve pupils' skills in writing but some weaknesses remain; sometimes pupils do not write enough or the vocabulary they use is limited. However, pupils' books and their assessments indicate that progress in writing is now satisfactory.

Disabled pupils and those who have special educational needs are well supported in lessons and when they are taken out of lessons to receive extra help. The school monitors their progress carefully and ensures that extra support is effective. Therefore, there is little difference between the progress of these pupils and that of others in the class. Pupils who join the school part-way through the year quickly settle into school and also make similar progress to that of their peers.

## **Quality of teaching**

Teachers have established good, mutually respectful relationships with pupils so that there are no problems in maintaining good behaviour. Almost all parents and carers who responded to the questionnaire, judge that children are well taught. However, the quality of teaching over time is satisfactory rather than good. Almost all pupils feel that teaching is good all of the time. By contrast, fewer than half of them say that they learn a lot in lessons all of the time. They are confirming the findings of the inspection that teachers' selection of resources and activities and their good management of pupils generally result in pupils' learning that is satisfactory rather than good.

When teaching and learning are satisfactory, the pace of learning is slower. Often too much time is spent re-capping earlier learning, when a brief review would be more appropriate, particularly for more-able pupils. Sometimes, pupils are allowed too long to discuss an issue with their partners. Teachers place more emphasis on choosing the strategies they will use, and the activities that will engage pupils, rather than planning to ensure that pupils make the best possible progress.

Occasionally, there are examples of outstanding teaching. In part of a lesson for Years 5 and 6, pupils deduced the meaning of map symbols for themselves, corrected any misunderstandings, practised using six-figure map references and then challenged each other to identify the places represented by particular references. Pupils of all abilities gained genuine satisfaction and enjoyment from being able to use their rapidly acquired skills. The increase in self-confidence, and in their understanding of different areas, made a significant contribution to their spiritual, moral, social and cultural development.

Teachers' planning is not as effective as it might be in ensuring that pupils make good progress in English and mathematics. However, planning in other subjects is a strength because teachers choose topics that reflect pupils' interests, and include visits and other experiences to make learning more exciting. Teachers' marking varies in quality. In some examples of pupils' work, teachers give very clear indications of what has been done well and what pupils need to do to improve. In others, there is too much congratulation. Occasionally, teachers do not correct important errors or their comments are unclear.

### **Behaviour and safety of pupils**

Pupils say that they feel safe in school. They are respectful and considerate to each other. Pupils report that incidents of bullying are very rare and they are confident that, if anyone was bullied, the staff would deal with the matter swiftly and effectively. Pupils, including those who have joined the school fairly recently, are quick to say that one of the best things about the school is the friends that they have made. The school has significantly improved its arrangements for introducing new pupils to the school, which was identified as an area for improvement in the previous inspection. Pupils have produced an introductory leaflet for newcomers and a special committee is on hand to offer a welcome and on-going support. As one parent wrote: 'We are new to this school and this country. Staff have helped us and our children adjust and this is the absolute best school our children have attended.' Attendance is above average and pupils usually arrive punctually to school.

Although pupils behave well in lessons, their listening skills and concentration are not as strong. This is a particular feature in the Reception class, where children are still getting used to more formal learning and in the class for Years 2, 3 and 4 where tasks are not always set at a level that challenges all pupils.

### **Leadership and management**

The headteacher leads the school with energy and enthusiasm. He provides a good role model for staff in the high quality of his own teaching and his excellent relationships with pupils and parents and carers. He is ably supported by the senior teacher, whose work in maintaining exemplary records for disabled pupils and those who have special educational needs and others who may be vulnerable, ensures that they receive effective support. Leaders are keen to ensure that progress in writing and mathematics improves and have already instigated some good strategies. The school is working effectively with other local schools, as part of continuing professional development, to improve teachers' skills in teaching mathematics. However, there is not enough involvement of the school's middle leaders in evaluating teaching and ensuring consistently good progress. The school has dealt with the challenge of moving from four classes to three and made minor adjustments to groupings for Key Stage 2 that have had a positive impact in improving pupils' progress. However, the changes to these groupings are not yet sufficient to enable teachers to meet fully the needs of pupils of all ages and abilities in writing and mathematics.

The school's assessment information and tracking data are sometimes insecure. For example, last year's Year 6 test results came as a surprise and disappointment to the school. Leaders generally understand the school's strengths and weaknesses. However, sometimes their judgements on lesson observations have been too generous because there has been insufficient focus on how well pupils are learning. The governing body is enthusiastic, hard working and supportive of the school. Nevertheless, members have not been sufficiently challenging in terms of asking difficult questions about pupils' achievement.

The school provides well for pupils' spiritual, moral social and cultural development. The friendly relationships between pupils from many different backgrounds, together with the celebration of different cultures, provide an excellent basis for encouraging equality, preventing any discrimination and preparing pupils for life in a multicultural society. However, because all groups of pupils do not yet achieve as well as possible, equality of opportunity is satisfactory rather than good. The school's arrangements for safeguarding fully meet requirements. The school's curriculum is satisfactory overall and provides a broad and balanced experience. Pupils enjoy a good range of extra-curricular activities but there are not as many sporting activities as there might be, particularly in winter.

During the inspection, the school's leaders were keen to receive any guidance about what needed to be improved. This attitude, together with satisfactory improvement planning, the good progress in the area identified at the previous inspection and the improvements in pupils' progress that have been achieved so far this year, indicate that the school has satisfactory capacity for further improvement.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



12 March 2012

Dear Pupils

**Inspection of Darley Community Primary School, Harrogate, HG3 2PZ**

As you know, I visited your school last week to see how well you are learning and I am writing to tell you about my findings. However, first of all I would like to thank you all for making me feel so welcome and for talking to me about how you feel about the school.

I judged your school to be satisfactory. I was particularly impressed by your good behaviour around the school, the way that you all get on so well with each other and the welcome that you give to pupils who are new to the school. You told me that there is always someone to help if you have a problem and how much you appreciate the effort that teachers make to help you enjoy your learning. You make particularly good progress in reading.

However, there are things about the school that could be improved and I have asked the headteacher and other school leaders to do certain things to make the school better. In particular, I have asked them to make sure that you learn well, rather than satisfactorily, in more of your lessons. I have asked teachers to make sure that the progress that you make in writing and mathematics improves so that it is as good as your progress in reading. I hope you will play your part by listening carefully to your teachers and trying even harder in your work.

I did enjoy my time in your school. I particularly enjoyed hearing some of you read. Your reading was very good and it was interesting to discuss with you the books that you enjoy.

I wish you all the very best for the future.

Yours sincerely

Christine Harrison  
Lead inspector

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