

Reeth Community Primary School

Inspection report

Unique Reference Number	121311
Local Authority	North Yorkshire
Inspection number	358978
Inspection dates	6–7 October 2010
Reporting inspector	Ronald Cohen

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Mr Martin Bearpark
Headteacher	Mrs Linda Cork
Date of previous school inspection	18 January 2008
School address	Healaugh Road Reeth, Richmond North Yorkshire DL11 6SP
Telephone number	01748 884308
Fax number	0
Email address	headteacher@reeth.n-yorks.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by an additional inspector. The inspector visited all classes in the school, observed four teachers and held meetings with governors, staff and groups of pupils. He observed the school's work, looked at the school's development plan and the latest reports to the governing body from the School Improvement Partner.

Documentation was scrutinised, including information related to the tracking of the academic and personal progress of pupils; detailed analysis of pupils' attainment and progress; school development planning; school self-evaluation; minutes from meetings of the governing body and evidence to demonstrate how the school supports pupils whose circumstances may make them vulnerable.

In addition, 22 questionnaires returned from parents and carers by the end of the inspection were analysed, along with those returned by staff and pupils.

The inspector reviewed many aspects of the school's work. He looked in detail at the following.

- Whether the decline in attainment from 2007/09 has been halted and/or reversed.
- Whether teaching and learning are sufficiently challenging to promote better outcomes for pupils.
- If pupils are well prepared for life in a multicultural society.
- If leaders and managers, at all levels, have the necessary capacity to improve the outcomes for pupils more rapidly.

Information about the school

This is a much smaller-than-average-sized primary school serving a rural community in Swaledale, North Yorkshire. The school is part of a soft federation with Gunnerside Methodist Primary School. The headteacher and administrative staff work between the two sites which are a little over six miles apart. Staff are employed by the confederation. Pupils are transferred daily between sites to achieve whole-year group classes composed of pupils from both schools. Governors from both schools work very closely together. The percentage of pupils from minority ethnic groups is very small and there are no pupils in the early stages of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of pupils who have special educational needs and/or disabilities is average. The school has achieved Healthy Schools status and the Active Schools Award. A new headteacher has been appointed since the last inspection and took up her post in June 2009.

The on-site 'Two Dales' nursery is under the management of the school and the governing body has responsibility for it. It predominantly serves the families of pupils of the confederation, but also caters for a small number of children, who come from other rural communities in the area. At the end of their stay in the nursery, children of the confederation families go to the Reception/Year1/Year 2 class.

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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory and improving school. Several good features include its quality of care, enhanced by effective partnerships with parents and organisations outside the school.

The school's capacity to improve is good because of the extensive journey it has made in the short period since the headteacher's appointment. Under her good direction and strong leadership, the school has focused on halting the decline in attainment and taking the school forward. It has been successful in both, as pupils are now making satisfactory progress, and attainment is in line with the national average, with continuing improvement trends. Furthermore, robust data analysis and evaluation, together with well-focused tracking and monitoring systems are embedded within the school culture. Management now recognises the school's developing strengths and prevailing weaknesses and is relentlessly committed to the pursuit of further improvement in standards and is ambitious in its vision for the future. It has also been adroit in using external partners to support the improvement agenda.

The quality of teaching is improving significantly. While it is satisfactory overall, a growing proportion is good and there is none which is inadequate. This is why pupils are making better progress. This is especially the case where lesson planning, based on accurate assessment, takes account of the learning needs of all pupils and is supported by activities that engage and challenge them. However, this is not evident in all classes all of the time. In some classes, the work is too teacher directed, and the pace of learning is slow.

The curriculum is appropriately balanced and sufficient time is allocated to all subjects and after-school activities. The good care, guidance and support make a significant contribution to improving pupils' progress. Good relationships exist with external agencies that result in very effective support for pupils, particularly those whose circumstances have made them vulnerable or who have special educational needs and/or disabilities.

Pupils' behaviour is good. Pupils say they enjoy school. Attendance is above average. The school has good plans in place to promote community cohesion. The school is a cohesive and united community, and pupils' understanding of differing communities beyond the school is good. All safeguarding regulations and duties are met well and good procedures in relation to child protection are in place and reviewed regularly. Pupils are soundly prepared with the basic skills needed for their future education and economic welfare. The school provides satisfactory value for money.

What does the school need to do to improve further?

- Raise standards in all subjects by increasing the consistency of good teaching.

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- Increase the amount of teaching that is good by:
 - giving pupils enough time in lessons to work independently and make faster progress
 - making sure that work set always matches the needs of all pupils, and activities engage and challenge them.
- 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

In the last year, outcomes for all groups of learners improved considerably. When pupils join the school their attainment is broadly average. Over the three years to 2009, attainment at the end of Year 6 had declined to below national levels, and progress had been inadequate. However, attainment in 2010 had risen to be generally in line with national expectations and progress was satisfactory.

The current quality of work as demonstrated in lessons observed during the inspection and in pupils' books is at least satisfactory and in some cases, good. Interventions to increase boys' progress at Key Stage 2 are successful, and in 2010, boys' attainment was slightly better than girls' attainment in all core subjects, and particularly better in English. Pupils with special educational needs and/or disabilities are making satisfactory progress because they are being identified early and supported appropriately.

Pupils have a good knowledge of what constitutes a healthy lifestyle and take part enthusiastically in the many after-school clubs and competitions. They feel safe and well cared for, confident that they can turn to an adult if they have a problem. Pupils know and understand many of the factors that affect different aspects of their health. There is a strong take-up of the school's sporting opportunities. They particularly enjoyed the 'skipping day' which the school offers. The spiritual, moral, cultural and social development of pupils is good. Pupils are provided with a range of opportunities to reflect on personal or world issues. They show a preparedness to be engaged in these as displayed in the good levels of participation in lessons. They show respect for one another as demonstrated in the movement around the sites and in lessons. The extent to which pupils contribute to the school and wider community is good. These range from supporting local charities such as the local children's hospital, to their deep involvement in supporting a school project in Kenya. They demonstrate the ability to get on with those from different local communities and their friendships in class display vividly the benefits of community cohesion, and their preparation to live in a multicultural society. Pupils have satisfactorily developed skills which will contribute to their future economic well-being.

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These are the grades for pupils' outcomes

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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching and learning are satisfactory. Just over half of lessons observed were judged as good with no inadequate lessons seen. This accurately reflected the school's own judgements and represents an improving trend. While a majority of teaching is good, there remains too much that is satisfactory. In the best lessons time is well used and planning is good. Strong relationships reflect a calm and ordered learning environment. These lessons were characterised by enthusiasm, a good pace, pupil engagement, challenge and high expectations. Group and pair work were effectively organised. In such lessons pupils worked independently and in groups and take responsibility for their own learning. Questioning was focused and encouraged pupils to articulate their ideas. In the satisfactory lessons, the pace was slow and there was too much teacher talk. Pupils had few opportunities to explain or reflect upon their learning. Group work was limited and when used was not organised sufficiently well to encourage learning and the exploration of ideas and knowledge. Questioning was not used to challenge and develop pupils' participation. As a result, pupils' learning and progress slowed.

The use of assessment to support learning is satisfactory. Effective assessment is reflected in detailed planning that takes account of previous learning and caters for the learning needs of individual pupils in order that they may progress. However, this good practice is not sufficiently embedded across the school. Improved tracking systems have enabled the school to identify those pupils who are not making sufficient progress. This has led to a

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range of successful intervention strategies which have successfully accelerated pupils' progress, particularly at the end of Key Stage 2.

The quality of the curriculum is satisfactory. A range of out-of-school visits provides enrichment to the curriculum while promoting enjoyment and developing pupils' social skills. Recent examples include work with a local artist which led to the production of good art work which is displayed about the school. Though planned opportunities are provided to allow pupils to practice and apply basic literacy skills in other subjects, these are not yet universally applied throughout the school, and this limits pupils' progress, and the standards they attain.

Care, guidance and support are real strengths of the school. Staff know pupils well and give considerable time to their care and support. The school is a welcoming place and staff demonstrate good levels of care to ensure a safe environment. The school creates strong partnerships with outside agencies, and parents and carers. These help to ensure that the pupils whose circumstances make them vulnerable have the support they need to make progress, both academically and personally. As a result, all pupils feel valued, grow in confidence and increase their self-esteem.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Until the recent appointment of the current headteacher, there had been a period of instability at the leadership level of the school. She has brought good direction and strong leadership to the school. She wasted no time in ensuring that staff members have a clear view of the school's performance and potential, and she initiated the interventions to bring about improvements in order to accelerate pupils' progress and raise attainment. They have been successful, as pupils are now making at least satisfactory progress, and attainment is rising. This represents a significant forward step and has been achieved by the headteacher fostering a sense of teamwork and common purpose. Governors are fully committed to supporting the school. They are increasingly knowledgeable and are active and effective in holding the school to account for its results. Provision for community cohesion is strong and is a thread running through all aspects of the school's work. It underpins the school's good and effective commitment to ensuring equality of opportunity and the eradication of any form of discrimination. The school is vigilant in ensuring the safety and welfare of its pupils. Its safeguarding procedures are followed rigorously and meet current requirements well. Partnerships with parents are good, particularly in respect of pastoral matters, and there is growing evidence of the school-home link having increasing impact on pupils' academic performance. However, the school, which has a

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very clear evaluation of its strengths and weaknesses, is not complacent and accepts that there is still much to be done in transforming the embedded ambition into even higher standards. Given the determination with which the senior leadership, including the governing body, have successfully addressed the weaknesses confronting them, especially over the past year, and combined with the improved progress, rising attainment and the high staff morale; the capacity to sustain improvement is good.

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	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	2
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

Children settle quickly into school life as a result of the good liaison with the pre-school providers and/or parents and carers. All staff are highly committed to ensuring that the children's welfare is their foremost concern. This pleases parents as much as the progress they see their children making. There is a well-planned balance of indoor and outdoor activities. Classroom and the outdoor environments for the nursery are attractive and well resourced and stimulate learning very successfully, though the school does not always make full use of the nursery outdoor resources in order to continue to stimulate pupils in Reception Year.

Good leadership and management have led to a highly effective team approach, with staff working closely together. Good quality teaching and learning and a well-planned curriculum enable children to become confident learners who progress rapidly. Their progress is checked constantly in all areas of learning and all staff are fully involved in the recording and evaluating of the children's achievements. The thoroughness of this assessment of what the children are learning and what they need to experience next is a key feature of the planning of the curriculum. By the end of the Reception Year, children have made good progress and enter Year 1 at above average levels in all areas of learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

An analysis of responses to the questionnaire indicates that the vast majority of parents and carers are happy with their children's experience at school and that appropriate steps are taken to ensure that their children are well prepared for the future. The inspector agrees with parents and carers and judges that the school is making good efforts to engage with parents and carers and collaborate with them in bringing about improved learning within and beyond the school gates.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Reeth 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	77	5	23	0	0	0	0
The school keeps my child safe	17	77	4	18	0	0	0	0
My school informs me about my child's progress	13	59	9	41	0	0	0	0
My child is making enough progress at this school	11	50	9	41	2	9	0	0
The teaching is good at this school	13	59	9	41	0	0	0	0
The school helps me to support my child's learning	11	50	11	50	0	0	0	0
The school helps my child to have a healthy lifestyle	14	64	8	36	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)	13	59	7	32	0	0	0	0
The school meets my child's particular needs	10	45	9	41	1	5	0	0
The school deals effectively with unacceptable behaviour	11	50	8	36	0	0	0	0
The school takes account of my suggestions and concerns	8	36	11	50	1	5	0	0
The school is led and managed effectively	12	55	8	36	0	0	0	0
Overall, I am happy with my child's experience at this school	17	77	3	14	1	5	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



10 October 2010

Dear Children

Inspection of Reeth Community Primary School, Richmond, DL11 6SP

Thank you for being so friendly and talking to me when I visited your school recently to find out how well you are learning. I enjoyed being in your school, visiting your lessons and listening to what you had to say. I judge that your school is giving you a satisfactory education and it is getting better all the time. Many of your parents and carers sent messages to tell me that they like many things about your school. I agree with what they had to say. These are the good things about your school. You know about the importance of staying healthy and keeping safe. You are happy, enjoy school and you behave well. Over the last year, your results have really improved. All the adults who work in school take good care of you. Your headteacher knows what to do to make your school a good school.

Here are the important things which your headteacher, staff and governors are going to do to make your school even better:

- help you make good rather than satisfactory progress so that standards when you leave are even higher
- give you enough time in lessons to work independently and make faster progress
- check that work is always set at the correct level for you so that it makes you think really hard, but, at the same time, it is really exciting.

Of course, you can help by always trying hard with your work and by continuing to come to school with those good attitudes which you have towards your learning.

All best wishes for the future

Yours sincerely

Mr Ronald Cohen

Lead inspector

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