

# Rosedale Abbey Community Primary School

Rosedale Abbey, Pickering, North Yorkshire, YO18 8SA

## Inspection dates

18-19 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From their varying starting points that are often below national expectations, pupils make good progress overall. They reach average standards in writing and mathematics, and above-average standards in reading, by the end of Year 6.
- Pupils who have special educational needs achieve well because adults provide timely challenge and support to help them learn.
- Teaching is typically good and some is outstanding. Teachers involve pupils in relevant and interesting experiences which make them want to learn.
- Pupils' spiritual, moral, social and cultural development is good. It is promoted through strong relationships, and a range of exciting activities, including outdoor learning.
- Arrangements to keep pupils safe are outstanding. Pupils say how much they feel part of an 'extended family'. Behaviour is good.
- Governors are hugely supportive and hold the school to account. They ensure that the federated arrangements with Nawton Community Primary School widen opportunities for pupils to learn, and enhance the professional development of all staff.
- The executive headteacher is aspirational in what she wants pupils to experience and achieve. She has managed well the recent changes in staffing, and federation arrangements, to ensure continued good teaching and learning in the school.

### It is not yet an outstanding school because

- Not all pupils make as much progress as they could in writing and mathematics.
- Occasionally, pupils do not have sufficient time to reflect on what they have learned, or to plan what to do next.
- The progress that pupils make is not always checked closely enough, or work adjusted to meet their changing needs.

## Information about this inspection

- The inspector observed teaching in seven different lessons, of which two were joint observations with the executive headteacher. The inspector also listened to Years 4, 5 and 6 pupils read.
- Pupils' work was sampled informally in lessons, and the inspector looked at a number of Year 6 pupils' English and mathematics books in detail. The inspector also reviewed a number of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governors' meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Meetings were held with pupils, governors and school staff, including those with management responsibilities.
- The inspector took account of 15 responses to the online questionnaire (Parent View), as well as 17 responses to a recent school questionnaire to parents and carers.

## Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- No pupils are eligible for support through the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those who are looked after.
- All of the pupils are of White British heritage.
- No pupils are supported through school action.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is similar to that found nationally.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- In April 2013, the school formally federated with Nawton Community Primary School, with an executive headteacher and one governing body.
- At the time of the inspection, one of the three teachers in school was new to post, and one teaching assistant had been recently appointed. There were no pupils in Year 3, and there had been no children in the Early Years Foundation Stage for two years. A large number of pupils join and leave the school at different times during the school year.

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

- Ensure all pupils make at least good progress, especially in writing and mathematics, by:
  - encouraging more pupils to talk through their ideas and views more thoroughly before writing
  - challenging the most able pupils to use more complex sentences, and a greater range of punctuation, including commas, colons and speech marks
  - sharpening pupils' mental calculation skills and ensuring greater accuracy in pupils' written calculations
  - using different approaches to solving mathematical word problems.
- Eliminate the small proportion of teaching that requires improvement, and increase further the proportion that is outstanding, by:
  - ensuring pupils learn exceptionally well through systematic checks on their understanding so that work can be adapted to their varying abilities
  - ensuring pupils have enough time to reflect, and act, on oral and written feedback.

## Inspection judgements

### The achievement of pupils

is good

- A large proportion of the very small number of pupils on roll joins and leaves the school in Years 1 to 6. The school's information shows that their starting points vary and are often below the national expectations for their age.
- The very few pupils who joined the school in the Reception Year, and who are now in Key Stage 2, have achieved well over time from their various starting points. They have attained average standards in writing and mathematics for their age, and above-average standards in reading. Almost half of all pupils joined the school in September 2013. The school's records, and work in pupils' books, indicate they have made at least good progress, especially in reading.
- By the end of Year 6, attainment in writing and mathematics is average. It is above average in reading. This represents good overall progress from pupils' previously below-average starting points. Progress in reading is especially good, and for a few outstanding, because pupils use their phonic knowledge (sounds and the letters they represent) increasingly well to tackle unfamiliar words, and adults ensure that they read interesting books, daily. Many pupils say how much they enjoy reading at home and are proud of their reading records.
- In mathematics, most pupils make good progress. This is because they are frequently given practical and problem-solving activities set in real-life contexts. For example, pupils in a mixed Year 5 and 6 group all enjoyed working out the costs of various orders from an online music store price-list. The mental calculation skills of a few pupils are not yet sharp enough. For example, in Years 4, 5 and 6 not all yet use times tables confidently, or can add and subtract pairs of two-digit numbers by rounding and compensating. In their books, not all pupils pay full attention to accuracy in setting out written calculations, particularly in response to solving word problems. As a result, their mathematical reasoning is not always fully and accurately developed.
- In writing, pupils respond positively to familiar rural scenarios that stimulate their thinking, and provide the motivation for formal and informal assignments. In Year 2, freshly cut daffodils provided the impetus for the accurate writing of instructions to make flowers from different coloured tissue paper, while pupils in Year 4 eagerly set about a journalistic report about a herd of cows spilling over onto the motorway. Not all teachers encourage pupils, especially the most able, to spend enough time sharing views, and planning out their ideas, before writing. This results in some compositions that comprise largely simple sentences, with shortfalls in the fluency and effective sequencing of events, and limited punctuation for effect.
- The school promotes equality of opportunity well, providing effective additional support for those at risk of falling behind. Pupils who have special educational needs make similar progress to their peers. They receive well-targeted support to help them learn, from teachers and teaching assistants who fully understand their needs. Boys and girls make similar progress and attain equally well. The most able pupils also usually make good progress because they are suitably challenged by the work set for them and are quickly engrossed in these activities. At the time of the inspection, no pupils were eligible for pupil premium funded support.
- Pupils enjoy weekly swimming and regular competitive sporting events which are all funded from the government's national initiative for primary sports.

### The quality of teaching

is good

- Teachers are eager to share good practice and benefit from each other's expertise across the federation and with local secondary schools. As a result, teaching is good and some is outstanding. For instance, teachers enhance their skills and expertise in teaching physical education and sport.
- Where pupils learn particularly well, they are quickly involved in interesting and relevant activities that stimulate their thinking, and help them sustain concentration. It is clear how much many pupils enjoy opportunities to collaborate with peers and work things out for themselves.

- Where there are routine checks on pupils' understanding, and activities are adapted accordingly, there is a marked impact on the quality of learning, with more pupils persevering and challenging themselves to the full. These checks and adaptations do not happen consistently and this slows pupils' learning.
- On occasions, some pupils do not have enough time to reflect on the oral feedback they receive, or on the regular and detailed written comments in their books, to rework their ideas, and reach even higher standards.
- Teachers and teaching assistants have high expectations of their pupils and want them to do their best. They generally work well in tandem to ensure that individuals, and groups, are effectively supported, and encouraged to think for themselves. For example, in a mixed Year 1 and 2 class, pupils worked separately on linking sounds and letters, and on writing a recipe for a cake, ultimately sharing their achievements and benefiting from each other's discrete experiences, due to skilful collaboration from the adults present.

### **The behaviour and safety of pupils** are good

- The school's work to keep pupils safe and secure is outstanding. Pupils typically describe school life as being part of 'one extended family', and parents indicate how much their children enjoy being together.
- Detailed attention is paid to arrangements to keep pupils safe from risk. For example, governors have taken significant steps to ensure that the school site is safe and cannot be used as a general thoroughfare. Risk assessments are scrupulously carried out, above all where pupils are involved in outdoor learning activities. Supervision of outdoor play is very rigorous at all times.
- Pupils praise the levels of interest that all adults show towards them, and are confident that there is always help at hand, should they experience problems or need support.
- In the playground and in the dining hall, relationships are strong. Pupils talk enthusiastically, about their out-of-school experiences, especially 'learning outdoors' activities, where they show commitment in watching over one another along the footpaths, in the woods and on the moors.
- The behaviour of pupils is good. They move sensibly upstairs and downstairs, showing due consideration for peers in the tight corridors and stairwells. Pupils are sociable with adults, opening doors with a smile on their face, and showing real pride in their school.
- Pupils have a good understanding of the different types of bullying, including homophobic and cyber-bullying. They are well aware of what constitutes risk, are keen to avoid confrontation, and are proactive in avoiding potential conflicts. For these reasons, bullying is rare, and most pupils get on well with each other, most of the time.
- In lessons, pupils enjoy working in pairs and groups, saying that this is when they learn the most. On occasions, when learning is slow to get underway, or when activities are insufficiently challenging, some lose interest and tend not to stretch themselves as much as they might.
- There have been no exclusions for many years, and attendance is consistently well-above average.

### **The leadership and management** are good

- The executive headteacher is determined that all of the pupils enjoy a wide range of experiences and develop their skills to the full. She is ably supported by all staff and by an effective governing body.
- Successful federation arrangements with Nawton Community Primary School provide pupils with a wider social circle of friends, and specialist learning opportunities such as French, instrumental tuition on keyboards, cello or violin, and activities that enhance their personal development, when the two schools join together weekly, in peer-group classes. Staff also gain professionally from the federation. They take full advantage of each other's expertise to share teaching strategies, plan collaboratively for quality learning experiences, and check the accuracy of their

assessments of pupils' achievements.

- The school has an accurate picture of its strengths and areas for development. Clear plans identify the need to ensure all pupils make at least good progress in writing and mathematics, to reach higher standards by the end of Year 6, and to develop consistently outstanding teaching.
- The executive headteacher carries out regular and accurate checks on the quality of the school's work. Appraisal procedures identify challenging targets and development needs for individual staff. Appropriate systems are in place to ensure that the executive headteacher makes the right decisions about teachers' movements up the salary scale, on the basis of robust information about the quality of their teaching and its impact on pupils' learning.
- The school knows its pupils as individuals and successfully removes barriers to learning. As a result, all pupils have an equal opportunity to do well. Specially trained staff, close links with local cluster schools, and well-mapped community services ensure pupils with special educational needs have access to the full curriculum.
- First-hand, interesting experiences are at the heart of school life. Pupils speak highly of the many visits and extra-curricular activities on offer. They enthuse about opportunities to play the ukulele, work alongside professional folk musicians, take part in concerts and a host of sporting events at local secondary schools, and enjoy the natural environment of the Rosedale valley in exciting 'learning outdoors' activities. Roman days, museum and theatre visits, survival camps and a wealth of outdoor activities bring learning alive. They underpin pupils' strong spiritual, moral, social and cultural development.
- Parents support wholeheartedly the school's work within the local community, and the experiences it provides for their children. The local authority provides appropriate 'light touch' support to check the quality of evaluation within the school and the impact of federation arrangements.
- Safeguarding and child protection procedures are effective and meet requirements.
- **The governance of the school:**
  - The governing body receives regular information about the achievement of pupils. Governors have a good understanding about the quality of teaching. Minutes of governing body meetings show that they are confident in challenging the executive headteacher about all aspects of the school's work.
  - Governors have perceptive discussions about the value of spending decisions, in particular the allocation of government funding to enhance the provision of physical education and sport. For example, governors have authorised weekly swimming lessons for all pupils, and participation in an extensive programme of competitive sporting events organised by a local specialist secondary school, with the aim of further developing the confidence of all school staff in teaching physical exercise.
  - Governors are rigorous in annually reviewing the performance of the executive headteacher, and receive detailed information about the salaries of all staff. They have a clear appreciation of the effectiveness of the work of all staff, and are well positioned to take decisions about applications for promotion.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121313
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	440851

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	14
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Davies
<b>Headteacher</b>	Nicola Johnson
<b>Date of previous school inspection</b>	13 September 2010
<b>Telephone number</b>	01751 417278
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