

Inspection of Dishforth Church of England Voluntary Controlled Primary School

Grange Close, Dishforth, Thirsk, North Yorkshire YO7 3LN

Inspection dates: 27–28 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

Pupils say they are happy in school. Parents and carers overwhelmingly agree. Pupils flourish in this inclusive school. The strong Christian ethos permeates all policies and practice.

Pupils feel well supported by staff. They are confident to ask for help when they need it. An exceptional programme for personal development supports pupils' physical and mental well-being outstandingly. Pupils show much understanding of and empathy for the needs of others.

Pupils have a good understanding of bullying and all its forms. They say it never happens. A review of behaviour logs would endorse this. Pupils can explain how to keep themselves safe, including when using the internet. Older pupils know about the risks associated with using the internet and social media. They could talk about the risks associated with online gaming and radicalisation.

In lessons, pupils demonstrate positive attitudes to their learning. Older pupils, in particular, listen attentively. They are keen to contribute and answer questions. Pupils in need of help do not disturb others. Instead, they try to work things out for themselves or wait for extra support. Younger pupils are a little livelier. They sometimes take longer to settle to their work.

What does the school do well and what does it need to do better?

There have been several staffing changes at the school in recent years. This has led to changes in subject leadership. The headteacher and governors have reorganised the leadership of the school. From September 2019, there is now a leader for key stage 1 and key stage 2. All leaders are enthusiastic and knowledgeable. They have reviewed the school's curriculum and produced new schemes of work. They have not started to check that these schemes have been implemented as they intended.

In 2018, pupils' outcomes in mathematics at the end of key stage 2 fell into the bottom 20% of schools nationally. Leaders reviewed the scheme of work in mathematics. They have made improvements so that pupils' knowledge and skills are built step by step. Improved resources support pupils' learning well. The changes made are now enabling pupils to learn and remember mathematical knowledge. Pupils say they enjoy their mathematics learning.

Reading is a current priority at the school. Leaders want to instil in pupils a love of reading. To help this, they have invested in building a new library facility. They have also changed their approach to specific reading lessons (guided reading), particularly in key stage 2. From September 2019, guided reading sessions are now taught as whole-class lessons. Teachers use high-quality texts to teach a range of comprehension skills. Pupils who spoke to inspectors say that they are enjoying reading much more now. This is heartening. Occasionally, some comprehension skills

are not taught as precisely as they should be. Leaders know that this approach is in its earliest stages of implementation. They know that further adjustments are needed to curriculum plans.

Phonics teaching is consistent. Pupils in key stage 1 and Reception access a daily lesson. This builds their phonics knowledge well. Pupils can use their phonics knowledge for reading and spelling. Any pupil needing to catch up gets extra support straight away. The books with which pupils practise their reading match their phonics knowledge well. There is some variability in pupils' handwriting styles. Leaders are taking the right action to iron this out.

Science is well taught and well structured. Content choices ensure that pupils' knowledge and skills are built step by step. The specialist science teacher teaches much of the science curriculum. She plans interesting and exciting lessons to engage pupils. Pupils get lots of opportunities to use their knowledge to investigate and experiment. Pupils' books show they can use their knowledge to predict and make conclusions.

Schemes of work for subjects other than English, mathematics and science are well considered. Leaders map out the knowledge they want pupils to learn over time. They have also identified how and when teachers will check pupils' understanding. However, some subject-specific concepts are not identified across these schemes of work. For example, while pupils study the periods of history noted in the national curriculum, the key concepts of 'cause and effect' and 'sovereignty' do not feature. As a result, pupils are unable to make links between periods of history well enough. Leaders are refining their current schemes to improve this.

Children in the early years get off to a good start. Teachers have a good understanding of how young children learn. They plan activities that build upon what children already know and can do. Children make good progress and are well prepared to start Year 1.

Pupils with special educational needs and/or disabilities (SEND) are well supported by staff and their peers. The special educational needs coordinator (SENCo) makes sure that pupils' work is well linked to pupils' targets.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher knows pupils and their families exceptionally well. This enables her to notice even the slightest change in pupils' behaviours. She uses the support and advice of a range of other professionals to support pupils and their families. A wide range of support is in place to keep pupils safe and to support them with any anxieties. Parents are most appreciative of this.

All staff undergo detailed employment checks. They receive regular training. This ensures that they are up to date with legislative changes and local risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum schemes of work for subjects beyond English, mathematics and science do not always identify how pupils will develop an understanding of key subject-specific concepts. Leaders must continue to review and improve their schemes of work to make explicit how these key concepts will be taught. The transition arrangements have been applied.
- Some leaders are new to post. They do not yet play a full role in checking the effect of their work. Leaders must continue with their efforts to support new leaders so that they can play a full part in monitoring the work of the school.
- The approach to guided reading is new this term. The structure is not yet embedded and some comprehension skills are not taught as precisely as they should be. Leaders must make sure that their new approach to guided reading is implemented securely.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121487
Local authority	North Yorkshire
Inspection number	10115210
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	The governing body
Chair of governing body	Jim Brown
Headteacher	Sue Brooks
Website	www.dishforth.n-yorks.sch.uk
Date of previous inspection	July 2007

Information about this school

- The school is smaller than the average-sized primary school.
- There are higher proportions of pupils with SEND and with an education, health and care plan than the national averages.
- Most pupils are of White British heritage.
- The headteacher was appointed after the previous inspection. All other staff are new to the school.
- The school is a Church of England voluntary aided primary school.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- We met with the headteacher, key stage leaders, curriculum leaders and the SENCo. We held meetings with governors, including the chair of the governing body, and a representative of the local authority.

- As part of this inspection, we considered reading, mathematics, science and history.
- We visited lessons, where possible. Afterwards, we talked to some pupils and teachers about the lessons we visited. We looked at pupils' work in books and examined the schemes of work. We talked to subject leaders about their schemes of work and their ambitions for the curriculum.
- We reviewed documents relating to safeguarding, along with training records and any referrals to the local authority children and young people's services. We examined safeguarding policies and procedures. We talked to staff about their understanding of the role they play in keeping pupils safe.
- We checked exclusion and attendance records, and reviewed any behavioural incidents. We reviewed leaders' actions to resolve such incidents.
- We observed pupils at playtime and lunchtime and talked to them about what it was like to be a pupil at the school.
- We talked to staff about their workload, and the amount and quality of training and support they receive from leaders.
- We took account of 24 responses to Ofsted's online questionnaire, Parent View. We met with several parents and talked to them at the start of the school day.

Inspection team

Diane Buckle, lead inspector

Her Majesty's Inspector

Gillian Nimer

Ofsted Inspector

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