

Rufford Park Primary School

Inspection report

Unique Reference Number	134317
Local authority	Leeds
Inspection number	381669
Inspection dates	9–10 January 2012
Lead inspector	Steven Hill

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	211
Appropriate authority	The governing body
Chair	Jennifer Rivas-Perez
Headteacher	Alison Anslow
Date of previous school inspection	18 May 2009
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Introduction

Inspection team

Steven Hill

Joan Beale

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Fourteen lessons were observed, taught by eight teachers. Meetings were held with staff, representatives of the governing body and several groups of pupils. There were no responses available to the on-line questionnaire (Parent View) before the inspection, but inspectors analysed 60 questionnaires that were returned by parents and carers, as well as questionnaires from older pupils. The team observed the school's work, and looked at a variety of documentation, particularly that related to pupils' progress and keeping them safe. Samples of pupils' work were scrutinised on displays and in a sample of books, and a number of younger pupils were heard reading.

Information about the school

This is an average-sized urban primary school. The vast majority of pupils are White British, with a tiny number from a range of minority ethnic groups. Very few speak English as an additional language, and none is at the early stages of learning English. The proportion of pupils known to be eligible to free school meals has risen in the last few years and is average. The proportion of pupils identified with special educational needs or with disabilities is broadly average, although it varies considerably between year groups. Government floor standards have been met during the last three years.

This year, for the first time, Reception-aged children are taught by two teachers in two classes, who share accommodation. Prior to this academic year, there was some disruption in several classes due to staff changes and long-term absences.

The school runs a breakfast and after-school club each day, managed by the governing body.

A privately-run pre-school provision shares the school premises. This provision is inspected and reported upon separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school.
- Pupils make good progress and reach standards that are above average, because of good teaching.
- Pupils enjoy learning, because of the lively teaching and a much improved curriculum that engages their interest and enthusiasm.
- Pupils are well behaved and feel safe and happy in school. Their spiritual, moral, social and cultural development is good. They have good relationships with staff and with each other, and collaborate well at work and at play.
- The vast majority of lessons are good, with a small proportion that are satisfactory. Although lessons often show elements of outstanding practice, few are outstanding overall.
- Good leadership and management have led to improved teaching and learning, with consequent better attainment since the previous inspection. Staff share a clear vision for continuing to improve, based on accurate self-evaluation.
- Subject leaders for English and mathematics have made a strong contribution to improvements. However, in many curricular areas, the role of subject leaders in monitoring progress and supporting improvements is at an early stage of development.
- All groups of pupils achieve similarly well, helped by much-improved systems to keep track of their progress. A gap in the achievements of boys and girls in the past has been greatly reduced, and good plans are in place to eliminate some remaining variations.
- The new arrangements for Reception children are working well. Children are happy, settled and making good progress.

What does the school need to do to improve further?

- Develop the role of subject leaders (in subjects other than English and mathematics) so they have a clearer overview of provision and outcomes in their areas of responsibility, particularly by:
 - improving the systems for recording pupils' attainment and progress, in line with the school's current plans
 - giving leaders more opportunities to share their expertise with colleagues, including by working alongside them in the classroom.

- Provide more outstanding teaching by:
 - consistently challenging the more-able pupils throughout the lesson, particularly at the start
 - making more effective use of the skills of teaching assistants, so they are fully involved in supporting learning throughout each lesson
 - refining the marking of pupils' work so that it consistently shows them how to improve in future and ensuring that they are given time to respond to their teachers' questions and suggestions.

Main Report

Achievement of pupils

Parents and carers are rightly confident that their children achieve well. Attainment has risen since the last inspection. All groups of pupils now make good progress from their starting points. Attainment on entry was broadly average until a few years ago but, in the last two years, many children have started the Reception Year below expectations for their age. Despite this, attainment when pupils start Year 1 is broadly average because of good progress. This continues in the rest of the school so that standards at the end of Key Stages 1 and 2 have been above average for the last two years. Pupils with special educational needs and/or disabilities make good progress. Pupils known to be eligible for free school meals do much better than such pupils nationally, matching or exceeding the attainment of their classmates. Boys and girls now achieve similarly well overall, although in a minority of classes last year, there was still some disparity, with boys outperforming girls in mathematics, or girls outperforming boys in aspects of English.

Pupils do particularly well in reading, based on a very secure start in the younger classes, where they develop good skills in phonics (how the sounds of words relate to how they are written.) Reading standards are above average in Key Stage 1. Pupils consolidate this in the older classes so that, by the end of Year 6, over half the class achieve above national expectations. In lessons, pupils use their phonic skills well to help them learn in a range of subjects, reading confidently and writing independently.

Pupils' good achievement was confirmed in lessons during the inspection. For example, children in Reception made good progress in their knowledge and

understanding of the world, and in their social skills, as they played cooperatively on a variety of engaging activities related to their study of 'space'. Some made their own 'telescopes' or used a 'computer' to control their 'rocket'. Others read enthusiastically to their teacher, or developed their coordination well as they played outdoors on trikes and scooters. Year 2 pupils quickly learned a new way of adding two-digit numbers when they listened carefully to their teacher's clear explanations, and tried hard to answer challenging questions. Pupils in Year 6 demonstrated strong collaborative skills as they worked in pairs to analyse different reports on the subject of slavery. They made good progress in their understanding of history, and of cultural and moral issues, as well as consolidating their literacy skills.

Quality of teaching

Parents and carers are very positive about the quality of teaching in the school. Pupils across the school are even more positive, saying that lessons are fun, and explaining how they feel they are learning a lot. Inspection evidence supports these views. From the start in Reception, good relationships are established with all pupils, who develop great trust in their teachers. Teachers consistently manage classes well, and pupils respond very positively to the high expectations of work and behaviour. Reading is taught well from the start, with a strong and effective emphasis on phonics. Teachers in Reception make good use of regular assessments to provide activities that build on children's existing attainment, and respond to their interests. A major strength throughout the school is how tasks are usually carefully matched to the particular needs of different groups, so that work is challenging but manageable. This is a particular strength in providing work adapted to the requirements of pupils with special educational needs/and or disabilities, so they do well. Skilled teaching assistants often provide a good mix of challenge and support to such pupils as they work, boosting their progress. At other times, particularly when the teacher talks to the whole class, opportunities are sometimes missed to use their skills, so teaching assistants spend too long observing rather than actively supporting learning. More-able pupils are almost always given work that is challenging so they make rapid progress. Occasionally, they have to work unnecessarily through easier examples first, or sit through explanations to their classmates of things they already understand.

Teachers plan lively and interesting tasks for pupils that engage their interest and enthusiasm. Teachers make good use of the improved curriculum, which links themes in different subjects, to make learning more interesting and meaningful to pupils. Pupils' spiritual, moral, social and cultural development is developed well in lessons. For example, work on slavery encouraged pupils to think carefully about its implications, one declaring slavery to be 'disgusting!' Teachers use interactive whiteboards effectively to illustrate and clarify new concepts and to make presentations more exciting. Teachers make excellent use of strategies to engage all pupils, such as discussing their ideas in pairs, or writing answers on small whiteboards. This involves everyone as well as giving the teacher clear feedback on how well pupils are coping, so that any problems can be addressed. Teachers are skilled at monitoring pupils' ongoing progress, intervening well to challenge them to refine their work. The marking of pupils' work is generally good, but there are inconsistencies in how well pupils are shown how to improve, and they do not always respond to teachers' comments in subsequent pieces of work.

Behaviour and safety of pupils

Pupils behave well in lessons and around the school. They agree that behaviour is generally good and that teachers quickly sort out any problems. All understand the recently introduced behaviour policy, which is implemented consistently in different classes. Pupils value the opportunity to share concerns with teachers, either as a group in 'circle time' or individually through 'bubble time' or by using 'confidence boxes' to share problems privately with an adult. Parents, carers and their children agree that the school is a safe place. In discussion, groups from across the school said that bullying was not a problem. Responses from pupils, parents and carers in questionnaires show a high level of confidence in how the school deals with any issues. Pupils from Year 6 explained that the school council took a lead in combating bullying during anti-bullying week. The learning mentor plays a positive role in supporting pupils who have issues, or whose circumstances might make them vulnerable.

Boys and girls from different backgrounds get along well together. Pupils are friendly, polite and caring. They conscientiously undertake responsibilities, and older ones take a pride in helping younger children. Pupils show care and concern for others, both within the school and further afield. The school has gained the Stephen Lawrence award, and pupils are fully aware of the issues involved, one explaining that the key is, 'We don't tolerate racism.'

Leadership and management

The school has made significant improvements despite disruptions to staffing. The key to the school's success since the last inspection has been good leadership and management. In particular, monitoring has been improved and used well to drive improvements. Frequent and rigorous monitoring of pupils' progress has enabled staff to identify any shortcomings and to address them, either for individuals or particular groups. This has made a strong contribution to the school's good provision to promote equal opportunities and combat discrimination. A major improvement since the last inspection is the development of a more interesting and lively curriculum that promotes pupils' learning and enjoyment. The curriculum makes a particularly strong contribution to pupils' personal development, including their spiritual, moral, social and cultural development. Pupils enjoy the good range of clubs available, and the special events such as the theatre project on slavery during the inspection. Regular monitoring of lessons, mostly by the headteacher, has enabled incisive feedback to colleagues which has helped them to improve their practice, particularly in matching work to pupils' different needs. This is the major factor in the improvements in teaching. English and mathematics leaders have played a big part in driving improvements. The school now has plans to increase the role of other subject leaders in monitoring, by refining assessment systems for all subjects, and by giving more opportunities for them to work alongside each other in class. Governance is good, and the governing body has a clear view of the school's strengths and weaknesses, playing a full part in the school's accurate evaluation of its success. This good self-evaluation and the school's strong track record show it has a good capacity to improve in future. The governing body plays a full part, along with staff, in ensuring that safeguarding procedures fully meet requirements, contributing to pupils' feeling safe and secure in school.

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 children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. 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).

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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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 pupil 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.



11 January 2012

Dear Pupils

Inspection of Rufford Park Primary School, Leeds, LS19 7QR

Thank you very much for your warm welcome when we inspected your school. We enjoyed talking to you and watching you at work in class. We found that you go to a good school, and are making good progress.

You get on well together and work effectively in teams. Your behaviour is good and we thought you were polite, sensible and responsible young people who will make your parents, carers and your school proud of you.

The teachers are good at helping you learn and they work hard to make sure that you get work that is just right for you. The teaching assistants are particularly skilful at helping those of you who sometimes struggle with your work. To help you get even better, we have asked the teachers to make sure those of you who find work easy always get challenging things to do, and to make even more use of teaching assistants to help you learn better. Teachers mark your work well, but they do not always show you how to improve, and we have asked them to do this more often.

The adults are good at organising the school and keeping an eye on how everyone is doing, so they can make sure that anyone who needs extra help receives it quickly. They are planning to improve how they keep track of your learning in different subjects, and we have agreed that this is a good idea. We have also asked them to work together more often in class, so that they can share good ideas about helping you to learn.

Yours sincerely

Steven Hill
Lead inspector

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