

# Rufforth Primary School

## Inspection report

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<b>Unique Reference Number</b>	121412
<b>Local authority</b>	York
<b>Inspection number</b>	373131
<b>Inspection dates</b>	16–17 January 2012
<b>Lead inspector</b>	Andrew Clark

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>	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Hopton
<b>Headteacher</b>	Susan Hawkes
<b>Date of previous school inspection</b>	22 May 2007
<b>School address</b>	Wetherby Road Rufforth York YO23 3QF
<b>Telephone number</b>	01904 738347
<b>Fax number</b>	01904 738347
<b>Email address</b>	rufforth.primary@york.gov.uk

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## Introduction

Inspection team

Andrew Clark

Additional inspector

This inspection was carried out with two days' notice. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed four teachers teaching seven lessons, including a joint observation with a member of the school's senior leadership team. Meetings were held with two groups of pupils, representatives of the governing body, including the Chair of the Governing Body, and school staff, including senior and middle leaders. The inspector observed the school's work and looked at a number of documents, including the school development plan, safeguarding and behaviour policies, and minutes of governing body meetings. Twenty six parental and carers' questionnaires were analysed, together with those completed by pupils and staff.

## Information about the school

The school is much smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are from White British backgrounds. The proportion of pupils with special educational needs and those pupils with disabilities is average. The school meets the current floor standard. Amongst recent awards the school has achieved Artsmark Gold, Eco School Bronze Award and Healthy School status. It is working towards the Rights Respecting Schools Award. The headteacher was appointed to the school in September 2010 after the previous inspection.

There is a breakfast and after-school club, which are not managed by the school and are subject to a separate inspection.

**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>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Pupils make a good start in the Early Years Foundation Stage. The pupils achieve well throughout school and their attainment is above average in English and mathematics by time they leave school in Year 6. They read well by Year 2. Pupils are keen to learn and take a pride in their work. Parents and carers are wholly positive about their children’s enjoyment of learning and the quality of education they receive.
- The quality of teaching is good overall throughout the school. Lessons are imaginative and challenging to all abilities. Work is closely matched to pupils’ needs and skilled teaching assistants are effectively deployed to provide additional support. Teaching is sometimes outstanding. As a result, all groups of pupils, including those with special educational needs and those pupils with disabilities, make good progress through the Early Years Foundation Stage and Key Stages 1 and 2. Very occasionally, relative weaknesses in teaching and in the use of marking, inhibit pupils from making even better progress. In addition, there are sometimes too few opportunities for pupils to practise and apply their mathematical skills.
- The behaviour and safety of pupils are outstanding. They are extremely considerate and thoughtful towards each other and to adults. They have an excellent knowledge of how to avoid unsafe situations, such as cyber bullying, and contribute extremely well to the safety and well being of others through their mentoring and support roles.
- The headteacher, staff and governing body lead and manage the school well. There is a clear sense of purpose and strong commitment to professional development. Procedures to monitor the quality of teaching are good overall, although those to address the few relative weaknesses as quickly as possible are less well established. The curriculum is good overall and is particularly effective in promoting pupils' outstanding spiritual, moral, social and cultural development. The school is well placed to continue to improve.

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

- Extend pupils' learning and accelerate their progress by:
  - making full use of marking and feedback to engage pupils in reflecting on and improving their own work
  - increase opportunities through other subjects for pupils to independently use and apply their mathematical skills.
- Increase the proportion of good and outstanding teaching by ensuring that staff act promptly and effectively in responding to the outcomes of the monitoring and evaluation of the quality of teaching.

## Main Report

### Achievement of pupils

Children make good progress from their attainment on entry to the Early Years Foundation Stage, which is generally typical for their age. The strong focus on the promotion of children's early language experiences and imaginative activities to develop their personal and social skills, means that children are well prepared for their future learning by time they start Year 1. There is a strong trend of rising attainment for children of all abilities because of the effective use of accurate assessments to identify those who need additional support to reach the expected levels, particularly in early reading skills.

Pupils of all abilities make good progress through the rest of the school and are eager to learn. They listen very attentively to their teachers and their peers, and speak pertinently in response to carefully framed questions. They take a pride in their work. They write meaningfully at length and make good use of their time in lessons. The pupils work well collaboratively in group activities and enjoy the many opportunities for discussion in pairs. They make good use of basic skills overall in other subjects, although this is more effectively established for literacy rather than numeracy skills. Pupils increasingly take responsibility for managing and improving their own work by, for example, making good use of reference resources, such as dictionaries and the internet. However, in some instances, pupils do not respond fully to feedback and marking to consistently improve their own work.

The progress of the more able pupils is good. For example, in a lesson in Key Stage 2 pupils made particularly good progress in devising and applying tests for the divisibility of four and five digit numbers. Pupils with special educational needs and those pupils with disabilities make good progress throughout the school because lessons are well planned to match work closely to their identified needs. They receive skilled adult support and appropriate interventions from teachers and skilled teaching assistants, ensuring that their skills are developed systematically and applied regularly.

Pupils' progress in reading is good. Pupils of all abilities read well by Year 2 and their attainment in reading is above average. They make particularly good use of their well established skills to recognise letters and their sounds, and effectively use them to identify new words. Throughout the school, pupils enjoy reading a wide range of appropriately challenging books and good quality fiction in English lessons. Parents and carers share in their children's progress in reading through the home school books. The parents' and carers'

response to the questionnaires is wholly of the view that children make good progress, which is reflected in the inspection findings.

## **Quality of teaching**

The quality of teaching is good throughout the school; it is sometimes outstanding. In the very best lessons, teachers significantly engage pupils in assessing and improving their own work, encouraging them to make full use of their independent learning skills. On a few occasions, however, teachers do not make the fullest use of marking and feedback to ensure pupils act on the advice given to improve their own work systematically and securely.

Teachers' questioning skills are good and are used well to deepen pupils' understanding. This was very evident in a Key Stage 1 English lesson, when the teacher used pupils' replies to build on their understanding of exciting adverbs and to extend their vocabulary. In Key Stage 2, both the teachers and the teaching assistant's skilled questioning ensured pupils had an excellent understanding of the mathematical vocabulary of position and coordinates. Teachers make very regular use of opportunities such as talking in pairs, for pupils to discuss, clarify their understanding and to explain their ideas to others. This leads to deeply meaningful written work and contributes significantly to pupils' outstanding spiritual, moral, social and cultural skills. For example, pupils write very sensitive and reflective reports on life for children in Somalia and others in war torn nations.

Lessons are planned well to provide good opportunities for pupils to use their reading and writing skills throughout the curriculum. Reading and writing skills are systematically taught and practised in many subjects. This is less well established for mathematical skills. There are some opportunities for pupils to use data handling skills in science and geography, for example. However, pupils are not often presented with opportunities to independently identify and apply their mathematical skills in other subjects, and so deepen their learning. Teachers have high expectations for pupils to take a pride in their work and to present it well. Work books are well organised and high quality displays reflect the value teachers and pupils place on good presentation. Pupils' work is accurately assessed. Parents and carers are wholly positive about the quality of teaching in the school and pupils also say that they enjoy their learning. This also reflects the findings of the inspection.

## **Behaviour and safety of pupils**

Pupils' behaviour is outstanding throughout school. Their attendance is high and pupils are punctual, ready and eager to learn. The excellent relationships between adults and pupils have an extremely positive impact on pupils' outstanding spiritual, moral, social and cultural development. For example, peer mentors and play leaders are highly trained and skilled in helping others resolve any issues or concerns at playtimes and lunchtimes. Pupils are fully involved in creating and monitoring school rules. The school council initiates and manages several projects to raise self-esteem such as their own Pupil Awards. Parents and carers have extremely positive views about pupils' behaviour and feel they are well looked after. Pupils also overwhelmingly agree that behaviour is good around school and in their lessons. The findings of the inspection reflect these very positive views.

Pupils feel extremely safe. The school maintains detailed records of any behavioural incidents. These are very rare and strong and appropriate action is taken to address them. Pupils are extremely well informed about different types of bullying and how to manage and avoid it. There is very little indication of bullying of any kind and pupils and their parents and carers are very confident that if it should arise it would be swiftly and appropriately

managed. The pupils have an excellent knowledge of the dangers of drugs and alcohol that may face them in the future and a finely tuned awareness of their personal responsibility for their own conduct. Furthermore, pupils eagerly participate in well planned pedestrian and cycling activities to promote their understanding of road safety.

## **Leadership and management**

The school is well led and managed. It is an extremely positive and caring learning environment. The headteacher provides a very clear vision for future development and sets a positive example through frequent observations of teaching and learning and good modelling and coaching skills. The headteacher is well supported by able senior and middle leaders. All staff, including teaching assistants, are enthusiastic and skilful in leading development of many aspects of provision. The governing body is ambitious and well managed, and makes a good contribution to development planning. The school has an accurate view of its provision and has a good capacity for continuous improvement overall. However, although appropriate areas for improvements are clearly identified through lesson monitoring, steps to address the few weaknesses identified are not always taken promptly enough. This limits the incidence of outstanding teaching. The school has good procedures to promote safeguarding and to ensure that all staff are suitable to work with children.

The curriculum is good overall. There is robust planning for the teaching and application of basic literacy, numeracy and key learning skills. The Early Years Foundation Stage provides a language rich learning environment, with well planned activities for children to select for themselves. The richness of learning in many areas is very evident in vibrant displays around school, for example, the scintillating and detailed art work in response to studies on Victorian designer William Morris from different age groups. Leaders and managers play a crucial role in promoting pupils' outstanding spiritual, moral, social and cultural development by ensuring that they are very aware and empathetic to the needs of others in many different circumstances. The role model that leaders present encourages pupils' high self-esteem and considerable self-awareness, and encourages pupils to take responsibility and to extend their social and leadership skills. For example, pupils are responsible for the school's chickens, and have an excellent understanding of environmental issues through their involvement in the school's gardens and pond.

The governing body and school leaders ensure the effective promotion of equality of opportunity, and they tackle discrimination well. The good use of assessment procedures in identifying and supporting any emerging differences in pupils' progress ensures that all groups of learners achieve well. The school is central to many local activities and makes good use of strong links with schools that are in different social and cultural circumstances, to broaden pupils' awareness of diversity.

## 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.



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## 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.**



18 January 2012

Dear Pupils

### **Inspection of Rufforth Primary School, York, YO23 3QF**

Thank you for making me feel very welcome when I inspected your school recently. I enjoyed visiting you in your lessons and joining you at playtimes. You go to a good school. These are some of the best things about it.

- You make good progress through the school and reach above average attainment by Year 6 because of good teaching.
- Your behaviour is excellent and you feel extremely safe because everyone takes very good care of you.
- You read and write well in many different subjects.
- Your spiritual, moral, social and cultural development is outstanding. You take many responsibilities through the school and Eco council and running the tuck shop. You take very good care of your school chickens and creatures in the pond.
- You enjoy your lessons and teachers give you practical and fun things to learn about.

To help your school to improve even more, I have asked your headteacher and the governing body to make the teaching even better by:

- making full use of marking and feedback to involve you in improving your own work and helping you quickly reach the next step in your learning
- to give you more chances to practise and improve your mathematical skills through different subjects.

You can help by always trying your best, thinking hard and continuing to enjoy and attend school.

Yours sincerely

Andrew Clark  
Lead inspector

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