

Rawson Junior and Infant School

Inspection report

Unique Reference Number	107477
Local authority	Calderdale
Inspection number	377580
Inspection dates	24–25 January 2012
Lead inspector	Roger Gill

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	292
Appropriate authority	The governing body
Chair	Ian MacPhail
Headteacher	Jean Healey
Date of previous school inspection	13 November 2008
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Introduction

Inspection team

Roger Gill
Pritiben Patel
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors could not take into account any responses to the on-line questionnaire (Parent View) in planning the inspection because, as yet, none has been posted. Thirteen lessons, or part lessons, were observed, amounting to about six hours in total, taught by 13 teachers of which three were joint observations with the headteacher. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. They also studied standards in reading, the work pupils were doing in their books and the tracking system used to monitor pupils' progress. Inspectors considered the 61 questionnaires completed by parents and carers as well as those from pupils and staff.

Information about the school

Rawson is a larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is above the national average. There are few pupils from minority ethnic heritages, and a small minority of pupils speaks English as an additional language. There are average proportions of [disabled pupils and those with special educational needs](#), including those with a statement of special educational needs. The school recently received the School Sports Activemark, the Healthy School status and a Dyslexia Friendly Award. The headteacher is new in post since the school's previous inspection. The school meets the government's current floor standards.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. Children’s attainment is below that typical for their age on entry. They make good progress to the end of Year 2 reaching average levels, owing to some lively and engaging teaching in the Early Years Foundation Stage and Key Stage 1. Progress is satisfactory from Year 3 to the end of Year 6. Therefore, the standard of education is satisfactory overall because progress, in Key Stage 2, is not quick enough. This is why standards in English and mathematics are only average by the time pupils leave.
- Teaching is satisfactory overall. In a few cases, teaching is outstanding but this is matched by a small amount of inadequate work. Behaviour and safety in lessons and around the school are satisfactory. Most pupils are polite, kind and community minded but some find this kind of behaviour hard. However, the school’s recent focus on improving the management of behaviour is having a good impact. Pupils’ spiritual, moral, social and cultural development is satisfactory. Older pupils feel very proud of their work, for example, in design and technology.
- Despite a good start in learning about letters and their sounds in the younger classes, pupils cannot build fully on their early progress in reading because, from Year 3 onwards, methods to improve reading are not used systematically enough.
- Pupils who are disabled and those who have special educational needs progress satisfactorily but others such as those who are higher attaining generally, and boys in their writing, advance unevenly from year to year in Key Stage 2.
- The leadership has put in place some essential systems to improve pupils’ achievement. However, it is too early to see the full effect of these improvements in raised standards at the end of Year 6. Similarly, procedures have been implemented to ensure that safeguarding meets government requirements..

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the pace of progress in Years 3 to 6 and raise standards by the end of Year 6 by:
 - improving the standard of writing by boys, and of higher attainers in general
 - enabling pupils to develop their skills in communication, reading, writing and mathematics across the curriculum.
- Improve the quality of teaching to at least good throughout the school by:
 - ensuring that learning in lessons matches the needs of all pupils, particularly higher attainers
 - making sure that pupils know precisely how to improve their work
 - developing leadership's effectiveness in analysing pupils' progress and providing guidance to teachers
 - increasing the role of the governing body in respect of monitoring teaching and its effect on progress.
- Improve methods in Key Stage 2 to engage pupils in reading to ensure good progress by:
 - ensuring pupils read to adults more regularly thereby ensuring they know what to practise next
 - promoting a greater interest in reading and deepening pupils' understanding of what they read.

Main Report

Achievement of pupils

The good progress made by children and pupils in the Early Years Foundation Stage and in Years 1 and 2 is due to lively lessons that cater well for individual needs. For example, children in the Nursery conducted some excellent role play in igloos because teachers had organised the learning so well. Similarly, pupils in Year 2 wrote with interest about Miss Cackle's Academy for Witches and thought deeply about hospital conditions at the time of Florence Nightingale because these tasks were so engaging. This kind of learning is not yet the norm across the school. Higher attainers do not always receive demanding enough work and, as they get older, boys sometimes lack the incentive to produce writing that matches their capabilities, partly because there are too few chances to practise their basic skills beyond English and mathematics.

While generally below expected levels nationally at the end of Reception, attainment is rising. Standards are invariably average at the end of Year 2. Pupils' progress is not yet quick enough in Key Stage 2. One of the reasons for this is that advances in pupils' learning depend too much on the qualities and skill of individual teachers and not enough on methods applied systematically across Year 3 to Year 6. This applies to reading as much as it does to the way that pupils use their skills in mathematics, in geography and history, for example. In some classes boys make good progress in their writing, while in others they stand still or fall behind. Similarly, last year boys in Year 6 made good progress in their mathematics but the current rate of progress for pupils of the same age is no more than

satisfactory owing to the need for them to catch up from previous periods of slower progress.

Disabled pupils and those who have special educational needs progress satisfactorily, largely because their needs are identified clearly and because of adult support. Good leadership by the coordinator is ensuring that for these pupils, the gap with the national average is closing. Gaps exist, in some years, between national averages and the performance of boys, for example, and not in others. Standards in reading at the end of Key Stages 1 and 2 are average. All pupils could do better by the end of Year 6 after their good progress earlier on. Currently, they are not all heard to read frequently enough; this leaves them unsure about how to improve. Some lack motivation and the skills to fully understand what they are reading.

Parents and carers state that pupils are progressing well enough, but a significant minority of pupils in Key Stage 2 believe that they are not yet doing as well as they could, which is confirmed by inspection findings.

Quality of teaching

Some teaching is having a positive effect on pupils' learning and progress but overall the impact is satisfactory, especially in Key Stage 2. The majority of parents and carers, who responded to the inspection questionnaire, think that their children are taught well. Inspection evidence did not always match this view. Pupils largely enjoy learning particularly when computers and interactive whiteboards are used to good effect. In some lessons teaching uses role play, lively debate and challenging practical activities to ensure that pupils learn very well. As a result, there are highlights in learning, for example in Year 6, Year 2 and in the Early Years Foundation Stage. These peaks in teaching are matched by satisfactory and occasionally inadequate learning in lessons.

Some general aspects of teaching and the planned curriculum do not provide enough challenges for higher attainers to fulfil their potential and enough interest to encourage boys to write well. Moreover, across the school pupils are not yet sure precisely how to improve their work so as to reach the next level of attainment. This is also the case in reading where too many older pupils do not receive enough individual attention from an adult, so their next steps to success are clear in their mind. These inspection findings reflect the views of many pupils in Key Stage 2.

In a Year 5/6 lesson on Buddhism the atmosphere of calm created in the lesson and the excellent use of visual stimuli led to some outstanding learning about mediation and the cultural aspects of this religion. This kind of lesson has a strong impact on pupils' spiritual, moral, social and cultural development. Elsewhere, teachers sometimes talk for too long at the expense of hands-on learning, which causes restlessness or passivity among pupils. Teaching that has a satisfactory outcome overall often lacks sufficient drive for higher-attainers. Even when extension activities are planned for the more able, they have to complete the work set for everyone before they can tackle the challenges. The school's leadership knows of these issues well and has planned to introduce a more problem-solving approach, designed to engage pupils in thinking more deeply about their work.

Behaviour and safety of pupils

Efforts by school leadership to improve the systems of safeguarding have led to most pupils feeling safe. Pupils respond well and, as a result, the school is a caring and inclusive community, which has a satisfactory influence on pupils' spiritual, moral, social and cultural development. Older pupils help younger ones, members of the school council are very pleased to have begun to liaise with the governing body and pupils take responsibility for things like the healthy eating tuck shop. Moreover, attendance has improved from below the national average to above it, partly due to the work by the new learning mentor. Pupils want to come to school and mostly enjoy school life, particularly the way teachers care for them and, 'think up interesting activities for them to do'.

Parents, carers and pupils hold generally positive opinions about behaviour and safety. However, a small but significant number of these stakeholders think that behaviour in and around school is not as good as it could be. Inspection findings agree with the positive views and the minor reservations, which is why behaviour is satisfactory overall. Pupils know about different forms of bullying and know who to approach when it happens. Adults deal with bullying effectively. While many pupils tried to behave well during the inspection, others report that this is not always the case, which is why there are many entries in the school records about missed playtimes and several cases of racist name-calling. Inspectors found that in some lessons, teachers spent too much time on dealing with minor disruptions. It is these things that pupils talk about first when asked about how the school could be improved. However, the measures taken to improve behaviour are working as is evident by the generally calm atmosphere in school and the positive relationships enjoyed by the vast majority of pupils.

Leadership and management

Leadership has tackled successfully the weaknesses that existed at the time of the school's previous inspection. A deficit budget resulted in the need to reorganise staffing, safeguarding issues were tackled in a comprehensive fashion, pupil attendance has been increased by 2% and the senior team of leaders all have explicit roles to play and undertake them with confidence. The introduction of an electronic tracking system to analyse pupils' progress in key subjects has proved beneficial even though it is still in its early stages of implementation. These improvements explain why the staff feel that the school is going in the right direction. Teaching is being monitored well in lessons and professional development is provided when needed. Leadership knows the school's strengths and weaknesses well. These advances demonstrate a good capacity for further improvement.

Plans for improvement are clear about actions needed to improve the school but they lack fine detail and ambitious targets that would ensure that pupils progress well by the end of Year 6. This is because the new system of assessment and tracking pupils' learning is not yet used with full effect to set the agenda and make sure that progress is good in all cases.

The work of the governing body has improved strongly of late in its clarity about priorities for improvement. Arrangements for safeguarding meet the government's requirements. The governing body has evaluated its contribution to leadership and is correct in the assumption that it should visit lessons to find out more about teaching and its effect. Discrimination is not tolerated but the promotion of equality of opportunity is satisfactory because the school has not yet achieved good progress throughout the school for all groups of pupils..

The school provides a satisfactory curriculum, which is broad and balanced. It contains some interesting themes, but opportunities for pupils to develop basic skills across subjects are limited. Provision for pupils' spiritual, moral, social and cultural development produces some positive results for pupils, for example when learning about Buddhism or making magnificent models of the Titanic both of which help them consider why people act in the way that they do. However, outcomes are satisfactory because there are a few limitations in social and moral development related to behaviour and low-level bullying, which the school is tackling firmly with some good examples of success.

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).

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.
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.



26 January 2012

Dear Pupils

Inspection of Rawson Junior and Infant School, Halifax HX3 6PU

My colleagues and I found it enjoyable to inspect your school. Thank you for the warm welcome. We agree with you that behaviour is satisfactory. You feel safe because there is always an adult to turn to and bullying is dealt with properly, even though it crops up a little too often for your liking.

You go to a satisfactory school, which has improved since it was previously inspected in 2008. You make satisfactory progress in lessons but there are also some good features to your learning, particularly for younger pupils. In Key Stage 2 there are some outstanding lessons but overall your learning and progress could be better than satisfactory. We judge that you could reach higher standards in English and mathematics if you made quicker and more consistent progress.

Many of you are rightly proud of things that you do. For example, the moving models produced by pupils in Year 6 dotted around the school are very exciting to look at and play with. Also, the 'learning logs' produced by staff for children in the Nursery are of top quality. Teachers know where you are up to and, because of this, they set relevant tasks for most of you but boys could do better in their writing, higher attainers could be challenged even more and your skills in reading, writing and mathematics, for example, could be practiced more in all subjects. Furthermore, you could be a lot clearer about your next steps in learning, which is why, for example, reading among older pupils is not yet as good as it could be.

We have asked your headteacher and governors to help you reach higher standards, in English and mathematics, by making quicker progress by the end of Year 6. Furthermore, the teaching of reading should be improved in Key Stage 2. Teaching should be at a good level across Years 3 to 6 as it is for the majority of younger pupils. You can all help by trying to work hard at all times and behaving well.

Yours sincerely

Roger Gill
Lead inspector

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