

Raynville Primary School

Inspection report

Unique Reference Number	107965
Local Authority	Leeds
Inspection number	356273
Inspection dates	7–8 February 2011
Reporting inspector	Derek Pattinson

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	469
Appropriate authority	The governing body
Chair	Cllr Alison Lowe
Headteacher	Mrs Linda West
Date of previous school inspection	5 March 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, observed 15 teachers and held meetings with members of the governing body, staff and groups of pupils. They looked at the school development plan, the latest report to governors from the School Improvement Partner, the most recent national and school data on attainment and progress, safeguarding policies and records, assessment information, the latest attendance figures and pupils' work in all classes. The 58 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of teaching on pupils' attainment in English and mathematics.
- How effectively the more-able pupils are challenged in their learning.
- The success of introduced measures to help teachers track pupils' progress and to give pupils greater ownership in their learning.
- How well the curriculum promotes learning and enjoyment.
- The effectiveness of leaders and managers in driving improvement and evaluating the school's performance.

Information about the school

This is a much larger than average primary school. The percentage of pupils from minority ethnic groups is well below what is typical and very few pupils speak English as an additional language. Fewer pupils enter and leave the school between the Early Years Foundation Stage class and Year 6 than in most other schools. The percentage of pupils known to be eligible for free school meals is above average. The proportion of pupils who have special educational needs and/or disabilities is close to that found nationally. It holds a wide range of external accreditations.

The school has an acting headteacher, following the retirement of the previous headteacher in August 2010.

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: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

This is a satisfactory school. The school's promotion of community cohesion is outstanding. It is a highly harmonious community and has very strong relationships within the area it serves and beyond. Pupils' contribution to the school and the wider community is excellent. Other strong aspects are the school's lively and sometimes exciting curriculum, the high priority given to pupils' pastoral care, especially the support for pupils whose circumstances may have made them vulnerable, and pupils' good knowledge of how to lead a healthy lifestyle and stay safe. Pupils' good spiritual, moral, social and cultural development underpins the school's work. Pupils like school and try hard with their work. Recently introduced systems for improving attendance are having a positive impact, with attendance now rising. However, a number of pupils continue to arrive late for school.

Children enter the Nursery Year with overall skills that are well below those expected for their age. They get off to a good start in the Early Years Foundation Stage because of good leadership and provision. Consequently, by the time children enter Year 1, their skills, knowledge and understanding have improved and are closer to average. As pupils move through Years 1 to 6, the academic achievement of most is satisfactory because teaching is satisfactory. As a result, pupils' levels of attainment in English and mathematics are broadly average by the time they leave at the end of Year 6. Pupils with special educational needs and/or disabilities make good progress because of the good support they receive. However, although assessment practices and procedures have substantially improved, the more-able pupils do not always make the progress they should because the work set is not always at the right level for them. Pupils are not always clear about what they have to do or how to evaluate success in lessons so that they know what they have to learn next.

The acting headteacher and deputy headteacher have the support of colleagues, almost all parents and carers and of the governing body. As a result, teamwork is strong and there are appropriate priorities for development. Arrangements to track pupils' progress have been established to help teachers to identify pupils falling behind so they can be given extra support. The school's self-evaluation is broadly accurate but gives a too rosy view of some aspects of the school's performance. The work of the school is soundly and regularly monitored and the school has demonstrated a satisfactory capacity to sustain improvement. However, lesson observations and checks on pupils' work do not always focus sharply enough on learning or the pace of progress. Subject leaders have a satisfactory understanding of what works well and what needs doing but are not fully accountable for raising attainment and improving progress. The supportive governing body is led effectively and knows the school's strengths and the areas for development. However, it is not involved enough in monitoring the school's work or leading its direction.

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Up to 40% of the school's 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?

- By July 2012, ensure that all teaching is at least good in order to accelerate progress and raise attainment in English and mathematics, and especially for the most able pupils by:
 - introducing a school policy to guide teaching and learning
 - checking that work given to pupils is always at the right level
 - injecting greater pace into some lessons so that pupils have enough time to work independently
 - ensuring that pupils always know what they are learning and how to improve
 - enabling teachers to view and learn from outstanding practice.
- By July 2012, improve leadership and management by:
 - increasing the pace of school improvement
 - establishing and adhering to an assessment and monitoring calendar with rigorous timeframes to help secure school improvement
 - ensuring that the regular monitoring and evaluation of teaching and of pupils' work focuses sharply on the quality of pupils' learning
 - developing the role of subject leaders to ensure they are fully accountable for standards of attainment and pupils' progress.
- Raise attendance further and improve punctuality by ensuring initiatives are embedded fully and that rigorous timescales for their implementation are followed.

Outcomes for individuals and groups of pupils

3

Pupils enjoy many lessons, especially when they are interesting and inspiring such as when older pupils use persuasive language to discuss and debate the benefits and disadvantages of fossil fuels and green energy. Older pupils make good progress when they work in pairs to plan a newspaper article, complete projects after visiting Armley Mills Museum, and write diaries from the perspective of an evacuee during the Second World War. They especially enjoy undertaking investigations, such as, with toy cars in Year 2. However, progress slows and pupils begin to lose focus when occasionally tasks lack interest.

Across the school, pupils with special educational needs and/or disabilities achieve well because of the good quality support they receive. A much clearer focus on analysing data for individual pupils and the introduction of initiatives, such as mental mathematics, are starting to bear fruit. There is also evidence of good progress in Year 6 with pupils making up lost ground. Nevertheless, more-able pupils do not always make the progress of which they are capable.

Awards, such as Advanced Healthy School status and the Activemark for physical education, provide evidence of the high profile given to health promotion strategies. As a

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result, pupils are very aware of the benefits of exercise and what constitutes a healthy lifestyle. They feel safe and secure in school and say that there is always someone they can turn to. Pupils carry out very maturely and extremely responsibly the many duties that they hold, for example, as school councillors, buddies and play leaders. While most pupils behave sensibly in lessons, some can become restless and lose concentration when they are insufficiently challenged or motivated by teaching.

Links with the wider community are excellent, such as, pupils' involvement in local Heath Forum meetings, Leeds in Bloom and the 'World War Two' event. They actively support a variety of causes both at home and abroad. Given pupils' broadly average attendance and average levels of attainment, pupils' preparation for their future schooling and lives is satisfactory. The school's achievement of the highest level of the Stephen Lawrence Education Standard and their good understanding of the multicultural nature of the area provides evidence of pupils' good spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Secure relationships, effective control strategies and much use of encouragement and praise are features of most lessons. Teaching assistants support pupils with special educational needs and/or disabilities well to help to ensure that they make good progress. Resources are often used well to extend learning. Teachers' subject knowledge is secure and presentations to the class are often confident and lively. Pupils have targets in literacy

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and numeracy to steer their learning. However, weaknesses in some lessons prevent pupils from making good progress overall and result in some pupils losing concentration and becoming restless. Work is sometimes too easy and pupils occasionally have too little time to work independently because the pace of lessons is too slow. Pupils are not always clear about what they have to learn or how to evaluate success in lessons so that they know what the next step is in their learning.

The effective curriculum provides pupils with a wide range of interesting activities, which promotes enjoyment in learning and contributes well to their personal development. A wide range of external agencies, all specialists in their field, such as in music, media and art, provides often memorable experiences. Stimulating displays of pupils' work are a testament to the high profile of art in the curriculum and the experiences provided. For example, younger pupils complete colourful sunflowers in the style of Van Gogh. Visits, such as to a mosque, visitors and extra-curricular activities, all extend pupils' learning and enhance their spiritual, social and cultural development.

Staff know pupils well as individuals, are friendly and welcoming and give much time to their care and support. As a result, pupils trust adults, feel safe and secure and thrive in the positive climate. The range of innovative and effective programmes to include the most vulnerable pupils in school activities is an outstanding aspect of care, guidance and support and makes a significant contribution to community cohesion. Because of these, and the good support they receive, vulnerable pupils make good progress, both personally and academically. Transition arrangements for pupils joining the school, between key stages and to the high school to which most pupils transfer, are good, ensuring a smooth and seamless move. The initiatives to improve attendance and punctuality, including the implementation of a new and rigorous policy and raising its profile, while not embedded fully, are having a positive impact.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher and deputy headteacher know what is needed to secure school improvement. Priorities for development are the right ones but there is not always enough rigour in the pursuit of them. As a result, initiatives are not being implemented quickly enough nor evaluated sufficiently rigorously in order to help drive up levels of attainment rapidly. There is good team spirit and leaders, staff and the governing body are committed to improvement. Leaders obtain pertinent information about pupils and their performance because tracking arrangements are firmly established. Subject leaders do not have sufficient opportunities to check on pupils' progress and, although regular, the monitoring

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of lessons does not give enough attention to how well pupils learn. Assessment arrangements have improved significantly. As a result, robust and challenging targets are set, although this initiative in the early stages of development. The governing body meets its statutory requirements, challenges the school appropriately and is satisfactory in its work in leading the school's direction.

Partnerships with parents and carers are good and most believe understandably that their children are happy, safe and secure in school. Close and effective links with a range of institutions and agencies, such as, Creative Partnerships, Opera North and Northern Ballet, make a good contribution to pupils' learning and their spiritual and cultural development. The school is highly inclusive and discrimination is not tolerated. Some pupils, such as those with complex needs, and their families, are supported very well. However, some pupils, usually the more able, are not always challenged enough to help them reach their potential. Safeguarding arrangements, including health and safety systems and child protection arrangements, meet requirements. The school is an extremely cohesive community with extensive and effective links with a range of groups in its locality and with communities further afield, which contribute very well to pupils' learning and well-being. International partnerships are firmly established to raise pupils' awareness of global issues. Resources are soundly managed thus ensuring that the school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is successful in laying down secure foundations for children's future learning. Good induction arrangements ensure that children settle quickly. Teamwork is strong and relationships between adults and children are warm and friendly. As a result, children are happy, feel safe and are keen to learn. When children start school

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their skills and knowledge are well below those expected for their age. Their literacy and personal and social skills are often especially low. Nevertheless, children make good progress from their starting points because of the good leadership and provision. Language development is strongly emphasised and the curriculum interests, and often excites, children. For example, through role play, young chefs are keen to produce Chinese food and children learn about the traditions and lifestyles of people from outside the United Kingdom. However, their knowledge, skills and understanding are still below what is typical when they move to Year 1.

There is a good balance of teacher-led and child- initiated activities, with both inside and outside areas used. Nevertheless, leaders have rightly identified that the outdoor area requires further development to help meet the full range of children's needs. Parents and carers appreciate the welcoming, safe and stimulating environment and the excellent information about how well their children are learning at school. They are encouraged to become partners in their children's development, such as contributing to their child's record of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive about the way their children are educated and nurtured in school. Negative responses covered a wide range of areas but were few, with no clear trends emerging. Inspectors found no evidence to support the view of a small number of parents and carers that the school does not deal with unacceptable behaviour effectively and does not keep them informed about their children's progress or takes account of their suggestions and concerns. Inspectors found evidence, such as regular workshops and meetings held for parents and carers that counter the views of a few that the school insufficiently supports their child's learning. However, inspectors endorse most parents and carers view that the school helps children to have a healthy lifestyle. Most parents and carers think the school is well led and managed and that teaching is good. Inspectors judge both these important aspects as satisfactory. Almost all parents and carers say their children enjoy school and believe rightly that their children are kept safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Raynville Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 469 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	50	27	47	1	2	1	2
The school keeps my child safe	28	48	29	50	1	2	0	0
My school informs me about my child's progress	24	41	31	53	3	5	0	0
My child is making enough progress at this school	23	40	33	57	1	2	1	2
The teaching is good at this school	24	41	32	55	2	3	0	0
The school helps me to support my child's learning	20	34	36	62	2	3	0	0
The school helps my child to have a healthy lifestyle	20	34	37	64	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	31	34	59	2	3	0	0
The school meets my child's particular needs	23	40	33	57	0	0	1	2
The school deals effectively with unacceptable behaviour	20	34	30	52	4	7	2	3
The school takes account of my suggestions and concerns	20	34	32	55	5	9	1	2
The school is led and managed effectively	20	34	34	59	3	5	1	2
Overall, I am happy with my child's experience at this school	25	43	31	53	0	0	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



9 February 2011

Dear Pupils

Inspection of Raynville Primary School, Leeds, LS13 2TQ

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We enjoyed being in your school, visiting your lessons and listening to what you had to say. We judge that you go to a properly run school that is giving you a satisfactory education. Some of your parents and carers sent messages to tell me that they like lots of things about your school. I agree with most of what they had to say. You told the inspectors that you like your school too. These are some of the good things about your school.

- You enjoy your lessons and most of you behave well.
- You know lots about the importance of staying healthy and keeping safe.
- The curriculum is good and there are interesting activities for you to do.
- Adults take good care of you and you are happy in school.
- You have many jobs to do in school which you carry out well.
- Lots of people from outside school help you to learn.
- The many jobs which you carry out well help your school to run very smoothly.

You make satisfactory progress as you move through the school. To help you all make at least good progress, and to make sure your school becomes a good school, I am asking the adults who run the school to:

- improve lessons so that they are all at least good, especially making sure that they give you enough time to work on your own and at the right level, and that you always know what you are learning and how to improve
- check regularly on how well the school is doing so they can find out what needs to be done to make it better and that improvements happen more quickly, especially in checking on how well you are learning
- do all they can to improve your attendance and to make sure that you all arrive on time.

I wish you all the best for the future and hope you continue to try hard.

Yours sincerely

Derek Pattinson
Lead inspector

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