

Raynville Primary School

Cross Aston Grove, Bramley, Leeds, LS13 2TQ

Inspection dates

10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Almost all pupils are making rapidly improving progress in reading and writing. Progress in mathematics is also strong in most classes.
- Standards for pupils currently on roll have improved significantly over the past two years.
- Pupils with special educational needs make outstanding progress due to highly effective teaching and the special arrangements the school makes for them.
- Teaching and learning are consistently good throughout the school and are outstanding in some classes.
- Pupils behave well in lessons and around school. They say they feel very safe and bullying is rare. Excellent relationships in lessons create a climate in which pupils' learning can flourish.
- The recently appointed headteacher has had a highly positive impact in a short time due to her very high expectations. The quality of teaching and pupils' work are rigorously checked. Teachers are held to account but are also given good guidance as to how their teaching can be improved. As a result, both the quality of teaching and pupils' achievement are improving rapidly.

It is not yet an outstanding school because

- Pupils' progress and standards in mathematics in Years 5 and 6 are not as high as in other subjects.
- Facilities in the Nursery class are not good enough to provide exciting learning activities. Some adults in the Nursery class do not talk to children enough and so opportunities to extend their learning are missed.
- Although marking overall is good, no whole-school marking policy is in place and so there are inconsistencies in quality. In addition, Key Stage 2 pupils do not all have medium- and long-term challenging targets. As a result, not all pupils are totally clear as to what they have to do to reach the higher levels.

Information about this inspection

- The inspection was carried out by three additional inspectors.
- Inspectors observed 21 lessons taught by 15 teachers. Inspectors also made a number of short visits to classrooms and listened to pupils read.
- Meetings were held with one group of pupils, members of the governing body, one representative of the local authority and members of staff, including senior and middle leaders.
- Inspectors took account of eight responses to the on-line questionnaire (Parent View) and outcomes from the school's consultations with parents and pupils.
- Inspectors observed the school's work, and looked at a range of documents, including data on pupils' progress, school development plans, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

John Dunne, Lead inspector	Additional Inspector
Kevin Boyle	Additional Inspector
Rosemary Batty	Additional Inspector

Full report

Information about this school

- Raynville is larger than the average sized primary school.
- The proportion of pupils supported through school action is above average as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The large majority of pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Following a period of instability, the current, permanent headteacher was appointed in September 2011.

What does the school need to do to improve further?

- Raise pupils' attainment in mathematics in Key Stage 2, by giving pupils more frequent opportunities to apply their mathematical skills to relevant, practical problems.
- Extend learning further in the Nursery class by:
 - improving the facilities in Nursery class to match the good quality resources in the Reception class so that children experience more stimulating activities
 - ensuring that all adults talk to children more about what they are doing, so that opportunities for maximising learning are not missed.
- Ensure all pupils are clear about what they need to do to improve their learning by:
 - building upon existing excellent practice, to make sure that all teachers use a consistent approach to marking
 - ensuring that all Key Stage 2 pupils have suitably challenging medium- and long-term targets which set out the steps they need to take to reach the higher levels.

Inspection judgements

The achievement of pupils

is good

- Children join the school with skills which are well below those expected for their age. In some aspects of language development, their skills are exceptionally low. The secure and friendly environment helps children settle in very quickly.
- From these very low starting points, good teaching enables children to make good progress especially in the Reception Year. The skill levels of children in the Early Years Foundation Stage have risen significantly over the past three years. By the time they join Year 1 most children's attainment is below average.
- In the past, this good progress has not been sustained as pupils proceeded through Key Stages 1 and 2 and historical data does not show a track record of improvement. However, lessons, pupils' books and the school's rigorous and accurate checking of pupils' progress provide compelling evidence that achievement for pupils currently on roll has been transformed.
- The proportion of pupils making greater than expected progress is significantly higher than seen nationally in every year group for reading and writing, and for pupils up to Year 4 in mathematics. Consequently, the school is now in its second year where standards overall are rising significantly faster than the national average and in almost all year groups, are broadly average.
- The progress in mathematics of pupils in Years 5 and 6 is closer to average. This is in part due to the fact that they do not have enough opportunities to apply their basic mathematical skills to solve practical problems.
- The significant number of pupils with special educational needs and other barriers to learning make outstanding progress. This is due to skilfully planned teaching, well-deployed resources and carefully tailored programmes which are highly effective at boosting their basic skills. Pupils' progress within these programmes is rigorously checked to ensure that they are working.
- As a result of the systematic teaching of letters and sounds, alongside a keen fostering of the enjoyment of books, pupils reach average standards in reading by the end of Key Stages 1 and 2.
- In the past, the progress of pupils known to be eligible for the pupil premium has lagged behind others. This gap has now been eliminated due to good use of the funding to provide them with extra support.
- Pupils demonstrate good speaking and listening skills to express their ideas clearly. This is because teachers use sharply focused and probing questioning during lessons.

The quality of teaching

is good

- The quality of teaching, as shown by pupils' good achievement and lessons observed during the inspection, is consistently good overall and some is outstanding. This represents a considerably stronger teaching profile than seen at the time of the last inspection.
- In one English lesson, outstanding teaching enabled pupils to make rapid gains in their understanding of how to use vocabulary to convey feelings because:
 - the infectious enthusiasm of the teacher, coupled with her exceptionally strong subject knowledge, inspired pupils
 - the pace of the lesson was brisk and it built strongly upon what pupils had already learnt
 - pupils were able to choose to work on a section of their reading book that really interested them, and so they were really enthusiastic about what they were learning
 - the teacher used sharply-focused questioning which made pupils think deeply about the words they were using in their writing
 - the work was skilfully adapted as the lesson progressed and so pupils of all abilities were being fully stretched

– the teacher had very high expectations.

- In almost all lessons, planning is meticulous and well adapted, taking into account teachers' knowledge of what pupils have securely learnt and any misconceptions or gaps in their learning.
- In the Early Years Foundation Stage there is a strong focus on enjoyment and learning through practical tasks. This is not always possible in the Nursery class due to the limited range of resources and equipment. Also, some adults in the Nursery class do not always talk to the children about what they doing and so opportunities are missed to improve their learning, particularly their speaking skills.
- Most work is effectively marked and some marking is exemplary, clearly indicating where pupils have demonstrated successful learning and what they have to do to improve. However, the picture is inconsistent because there is no established marking policy.
- In some Key Stage 2 classes, teachers do not provide pupils with targets to look back on, so they do not always know what they need to do to reach a higher level.

The behaviour and safety of pupils are good

- Pupils are enthusiastic learners and show good ability to work by themselves, a skill which the school has worked hard to develop. For example, when inspectors were listening to very young readers, they were impressed with the way the pupils concentrated and took time to use their letters and sounds skills to read difficult words.
- Pupils also work well together. For example, if they struggle with a problem in class, their first approach is often to talk to other pupils because they are encouraged to support one another in their learning.
- Most learning activities are interesting and most teachers and other adults have high expectations of behaviour and good classroom management skills. Consequently, unsettled behaviour in lessons almost never interferes with learning.
- Pupils and almost all parents who responded to the Parent View, expressed the view that the school provides a very safe environment.
- Pupils are well informed about different types of bullying that they may come across. They say that bullying almost never occurs. They have good understanding of how to stay safe, including how to keep safe when using new technologies.
- Improving attendance to national levels was an area for improvement from the last inspection. The school has worked exceptionally hard to improve attendance and these measures have been effective as attendance is now broadly average.
- Pupils with emotional and behavioural needs are extremely well managed and supported sensitively. The way in which pupils from many social backgrounds interact harmoniously is a strength of the school and provides a secure climate for learning.
- Pupils show great consideration and respect for others and greet visitors in a very polite and friendly manner, reflecting the way they are treated with care and respect by staff.

The leadership and management are good

- In September 2011, the newly appointed headteacher put in place a series of measures to raise standards. These have been highly effective and standards in reading, writing and mathematics, which showed little signs of improvement in the past, are rising rapidly.
- A newly invigorated senior team is well supported by effective subject leaders and everyone is working really well together with a shared vision of driving up standards.
- Expectations of how much progress pupils should be making in every year group are significantly higher than the national average and in most year groups these aspirations are being achieved.
- There are frequent checks on lessons and pupils' work, and teachers are receiving excellent guidance on how to improve their teaching. As a result, most pupils in most year groups are now making much faster progress in reading, writing and mathematics and reaching expected levels

in almost all year groups.

- Leaders and managers at all levels have an accurate understanding of where improvements are required and they take effective action to plug any gaps.
- Pupils falling behind, those needing extra help and those with special educational needs are quickly identified and highly effective plans are in place to give extra support where needed. As a result these pupils make exceptionally good progress.
- There are rigorous systems for checking on the quality of teaching. Performance management of staff is linked to improvements in standards for the pupils they teach. All adults have clearly understood targets for improvement supported by relevant plans for their professional development.
- The effectiveness of the school's systems for promoting equality and tackling discrimination is evident in the excellent relationships and the way all groups of pupils achieve well.
- The curriculum provides good opportunities for improving pupils' basic skills across a range of subjects although older pupils have too few opportunities to practise their basic mathematics skills when solving problems. It also includes a wide range of activities to effectively promote pupils' spiritual and cultural development.
- All statutory responsibilities for safeguarding are met.
- The local authority provides very effective support for the school, for example, by providing outside consultants to help teachers in Years 1 and 2 improve reading. As a result, standards in reading in Key Stage 1 have improved significantly.
- **The governance of the school:**
 - The governing body regularly checks that plans to improve standards are working
 - The governing body is supportive and members of the governing body fulfil a variety of tasks in the school
 - The governing body is fully involved in planning the use of pupil premium funding to boost learning.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107965
Local authority	Leeds
Inspection number	405141

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	459
Appropriate authority	The governing body
Chair	Alison Lowe
Headteacher	Maria Townsend
Date of previous school inspection	7 February 2011
Telephone number	0113 257 9590
Fax number	0113 255 5490
Email address	secretary@raynville.leeds.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

