

# Rawcliffe Primary School

Ridding Lane, Rawcliffe, Goole, DN14 8RG

**Inspection dates** 14–15 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- All pupils make at least good progress and some make outstanding progress. Achievement improved significantly in the last year and pupils are continuing to do as well this year.
- Attainment in Year 6 in reading, writing and mathematics is above average.
- Teaching is good with some practice that is outstanding. Effective action by leaders has resulted in significant improvements in teaching since the last inspection.
- Pupils with special educational needs make outstanding progress because they are supported very effectively.
- Behaviour is exemplary. Pupils form excellent relationships and so feel safe and happy here. High attendance reflects their enjoyment of school.
- The drive and determination of the senior management team to establish a culture where expectations of pupils and staff are high have resulted in strong teamwork that is moving the school forward rapidly.
- Senior leaders, including the governing body, have a very good understanding of how well pupils are achieving. This is used effectively to ensure that training and support for all staff are strongly focused on improving pupils' attainment and progress.

### It is not yet an outstanding school because

- Although teaching is good, and in some cases outstanding, it is not yet consistently outstanding because teaching assistants are not always deployed to best effect and marking does not always help pupils understand how to improve.
- While pupils overall make good progress, the attainment of pupils known to be eligible for pupil premium funding is not rising as rapidly as their classmates because the individual support they receive has not been in place long enough to have had full impact yet.
- Middle managers and governors are not involved enough in checking the quality of teaching, particularly in ensuring that teaching assistants have the skills they need to support individual pupils even more effectively and that the outstanding practice that exists in the school is shared effectively to raise pupil achievement further.

## Information about this inspection

- The inspector observed 10 lessons, eight of which were observed jointly with the headteacher. In addition, the inspector made other visits to classes, looked at pupils' workbooks and listened to a number of children read.
- Meetings were held with pupils, the Chair and vice-chair of the Governing Body, senior managers and a representative from the local authority.
- In presenting the inspection findings, the inspector took account of the 17 responses on the on-line questionnaire for parents (Parent View) and spoke with 11 parents during the inspection.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average-sized primary school. All pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and pupils whose parents are serving in the armed forces, is well below the national average.
- The percentage of disabled pupils and those with special educational needs supported at school action is well-below average. The percentage supported by school action plus is also well-below average. The percentage with a statement of special educational needs is above average.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in 2011.
- The school has had a high number of staff changes in the last two years.

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

- In order to help more pupils make outstanding progress, improve the teaching further so that more of it is outstanding by:
  - sharing the best practice that exists in the school to influence high quality teaching throughout
  - ensuring that teachers deploy teaching assistants to maximum effect in all parts of the lesson so that all groups of pupils, particularly those supported through pupil premium funds, have the help they need to make the best progress they can
  - making sure that teachers' marking always helps pupils understand how to improve.
- Strengthen the role of middle managers and governors further by ensuring that:
  - middle managers have the time they need to check the quality of teaching and learning across the school and do so regularly
  - governors are involved more in ensuring that teaching is of high quality in every class
  - all teaching assistants have the skills they need to carry out their roles even more effectively
  - the pupil premium funding is used to maximum effect so that the gap between these pupils and others in the school narrows more quickly and that they make outstanding progress.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Early Years Foundation Stage at levels that are generally typical for their age. There is variation from year-to-year because year group numbers are relatively small. Children settle quickly because staff work well as a team to provide exciting activities that encourage children to become interested and independent learners. The individual support for children with special educational needs and their families is particularly good.
- Children make good progress in all aspects but particularly in their personal and emotional development and their early reading because teaching of letters and the sounds they make is good. All children achieve the levels expected at the end of the Reception Year and an increasing number exceed these expectations.
- Pupils' good progress is maintained through Years 1 to 6 because teachers use information about how well pupils have learned to make sure they are given work that meets their varying needs. Progress is outstanding where teaching is of consistently high quality. A high number of pupils attain standards that are above average. An increasing number are now working well above the expected levels in reading, writing and mathematics in Year 2 and Year 6.
- As a result of early identification of need and the very good provision made for them, particularly the one-to-one support, pupils who are disabled and those who have special educational needs make outstanding progress against their starting points.
- The school uses the pupil premium budget to fund additional teaching assistant time to support these pupils, particularly on a one-to-one basis. As a result, these pupils make good progress and achieve well compared to similar pupils nationally. Nevertheless, their attainment remains below that of their classmates because their progress is not yet rapid enough to close the gap with other pupils in the school.
- Teachers ensure that a focus on developing pupils' speaking and listening skills is effective. Pupils enjoy working together with partners and in groups so that, at all ages, pupils learn to listen to others, think about their work and gain confidence in sharing their ideas with others.
- The teaching of reading is good. Letters and the sounds they make, are taught effectively in the Early Years Foundation Stage and through Key Stage 1, ensuring that early reading skills are developed well. Volunteer helpers play a vital part in listening to pupils to read regularly and promoting a love of reading that encourages pupils to read at home and to read widely.

### The quality of teaching is good

- The quality of teaching is mostly good and some is outstanding. The quality of teaching has improved markedly since the last inspection because of senior leaders' focus on pupils' learning and the provision of high quality training for teachers, particularly for newly qualified teachers.
- Good teaching is helping pupils to learn and make good progress. Typical features include:
  - Well-planned, enjoyable lessons with activities matched carefully to pupils' needs and interests
  - high expectations of what pupils can achieve
  - effective questioning skills, particularly by teachers, to extend pupils' thinking
  - excellent behaviour management so pupils get on with work purposefully and effectively
  - good attention to timings, so that pupils learn quickly and are fully engaged throughout the lesson.
- Where teaching is outstanding, teachers question pupils very skilfully to check how well they have understood and make suggestions to help them extend their thinking. This was the case in a Year 6 mathematics lesson, where pupils were challenged to solve a puzzle with limited information. They quickly realised that they had to pool their ideas in order to solve the problem.
- In occasional lessons, pupils do not always have the time they need to complete their work successfully because teachers' presentations are too long.
- Although teaching assistants give good support to particular groups of pupils such as those with

special educational needs, teachers do not always use them to good effect, for example, when the teacher is talking to the whole class at the start of lessons.

- Teachers' marking generally praises pupils' efforts and the best examples provide guidance about how work can be improved. However, the quality of feedback is variable. For example, it does not always clarify why the work was good or check that pupils have acted upon previous guidance successfully.

### **The behaviour and safety of pupils** are outstanding

- Pupils' behaviour, courtesy and attitudes to learning are exemplary. Pupils feel very secure in school and know that adults in the school will help them if problems arise.
- The school has a warm and welcoming ethos that parents and pupils value highly. Parents' comments and responses in questionnaires show that they have confidence in the care and safety the school provides for their children.
- Older pupils help younger ones, for example, in playing safely outside and talk enthusiastically about all the ways they help around the school. They are proud to be asked and carry out their duties in a highly responsible manner. Pupils explain that 'buddying' ensures everyone has friends to play with and that any newcomers settle in quickly.
- Pupils are extremely kind and respectful of others. They understand the different kinds of bullying that might occur, including the dangers of going on social networking sites. They say that incidents of bullying are rare and that, if they occur, they are dealt with immediately.
- Pupils helped to draw up the 'golden rules' and have a very clear understanding as to why these rules are fair, 'because that's how we should be with everyone'.
- Pupils with additional learning, health, social and emotional needs are supported very well; this helps them to access everything that the school provides and make excellent progress in their learning and their personal development. The school involves other agencies effectively to support individual pupils facing challenging circumstances and their families.
- Well-above average levels of attendance reflect pupils' very positive attitudes to all that the school has to offer.

### **The leadership and management** are good

- Following a period of considerable staff changes that previously hampered school improvement, the appointment of new staff in the last two years means that the school is now moving forward at a good rate.
- The headteacher and deputy headteacher have set their sights on making this an outstanding school. This high ambition is being realised through effective leadership and high expectations of all staff. Teamwork is a key strength in driving improvement.
- Teaching has improved markedly since the last inspection because leaders have taken effective action to check that pupils have the work and support they need to achieve well in every class and that teaching is at least good. Standards have risen significantly as a result and all pupils are now making better than expected progress.
- Formal reviews of pupils' progress give the school a very clear picture of how well every pupil is doing and quickly identifies any who may need additional support.
- The school promotes equality of opportunity well. Individual pupils' progress is reviewed each term to ensure that the level of challenge is appropriate; where pupils are doing exceptionally well, their targets are increased so that they are challenged further. This process has highlighted that while pupils supported through the pupil premium funding make good progress, fewer make the rapid progress they need to attain as well as their classmates.
- The headteacher checks the quality of teaching and has set a high standard as to what she expects to see in every class. New teachers receive very good support and guidance to improve their skills and an increasing number of lessons are outstanding as a result.

- Middle managers are not involved sufficiently in observing teaching and ensuring that the outstanding practice that exists in the school influences high quality teaching throughout.
- The well-thought-through school development plan is based on thorough, regular and accurate view of the school's performance. The impact of their efforts is reviewed regularly through meetings with staff, the governing body and with the local authority. Support from the local authority is sought where necessary, for example, for staff training and reviewing the school's performance.
- The curriculum links subjects together well so that pupils understand how learning in one subject can help them in other subjects. Opportunities for pupils to work independently are good.
- A good range of extra-curricular activities, including a residential trip, helps pupils extend their learning beyond school and promotes their spiritual, moral, social and cultural development. Pupils talk enthusiastically about visits, such as to the theatre, which extend their social and cultural experiences. They learn to value cultural and ethnic differences through various topics such as 'the global society', but do not have enough opportunities to visit communities different to their own to extend their understanding further.
- **The governance of the school:**
  - Members of the governing body are very committed to the school and making sure that pupils' achieve well. They check carefully that policies are up to date and that finances are managed well. They ensure that the pupil premium budget is used to support the pupils for whom it is intended. Governors have an good overview of the school's performance through regular visits and through discussions with senior managers and the local authority. They appointed a deputy headteacher last year to strengthen leadership even further. As a result, school improvement has accelerated and is being sustained. They know how well pupils are progressing and what is being done to improve teaching, particularly in supporting new teachers but are not involved sufficiently in checking that teaching is of high quality throughout the school. They challenge leaders by asking searching questions about the school's performance and checking that the improvements being made lead to higher achievement. Revised job descriptions demonstrate that, despite the high staff turnover in the last two years, the governing body has thorough arrangements to ensure that pay awards link to performance management and procedures to measure performance are thorough. Governor training is relevant and up to date, for example in ensuring that the school meets all safeguarding requirements.

## 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

<b>Unique reference number</b>	117892
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	401704

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anthony Kershaw
<b>Headteacher</b>	Sara Rockliff
<b>Date of previous school inspection</b>	26 April 2010
<b>Telephone number</b>	01405 839282
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