

Clifton with Rawcliffe Primary School

Eastholme Drive, Rawcliffe, Clifton, York, North Yorkshire, YO30 5TA

Inspection dates 9–10 January 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
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.

- Children enter the school with skills that are typical for their age and get a very good start to their education due to a creative and stimulating learning environment.
- Pupils make good progress throughout the school to leave in Year 6 with standards that are well above average.
- Pupils who are disabled and or have a special educational need also make good progress because the school has been active in improving teaching to ensure the needs of these pupils are fully met.
- Pupils entitled to support from the pupil premium funding also make good progress because the money has been spent wisely on individual learning support, ensuring they have equality of opportunity to achieve well.
- Teaching is good. Pupils enjoy learning independently in the open-plan classrooms. Information communication technology is used well. All staff use well the school's good quality resources in order to develop pupils' creative and physical skills well.
- Behaviour and safeguarding are exemplary. Pupils have an extremely good understanding of right and wrong and how to stay safe. The school's curriculum provides excellent support for pupils' personal development.
- The headteacher provides strong leadership and empowers staff to take on responsibility. Staff skills are developed well and this has enhanced the quality of teaching and raised achievement.
- Leaders and governors work together effectively and this is an improving school.

It is not yet an outstanding school because

- Teaching is not consistently good or better. The pace in some lessons is not always brisk and work set for the more able is not always hard enough. Pupils do not always know how to make their work better.
- The teaching of letters and the sounds that they make (phonics) is not fully effective because tasks are not always set at the right level to meet pupils' learning needs.

Information about this inspection

- Inspectors observed 35 lessons or parts of lessons of which two were joint observations with the headteacher and two with the deputy headteachers. In addition, they listened to pupils read and observed teaching assistants working with pupils both in and out of lessons.
- Inspectors talked to a range of pupils about the school, during lessons, playtimes and lunchtimes.
- They met with three members of the governing body as well as teaching staff, including senior and middle leaders. They also met with a local authority representative about support for the school during its amalgamation.
- Inspectors took account of 140 responses to the on-line questionnaire (Parent View) in planning the inspection. They also looked at the school's parent and pupil questionnaires and considered a letter received from one parent.
- They observed the overall work of the school, including its school improvement plans and school action plans. They also looked at documents relating to safeguarding, behaviour and attendance.
- Inspectors also looked at a wide range of other evidence including pupils' current work in books across the whole school, and evidence on its school website representing the school's wider achievements.

Inspection team

David Shearsmith, Lead inspector	Additional Inspector
Rosemary Batty	Additional Inspector
Susan Twaits	Additional Inspector

Full report

Information about this school

- The school is a well above average sized primary school.
- A below average proportion of pupils are known to be eligible for the pupil premium (additional government funding provided for children in local authority care, those from service families and those known to be eligible for free school meals).
- A below average proportion of pupils are supported at school action. A below average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- Most pupils are of White British heritage.
- The school has achieved Healthy School status, Basic Skills and Investors in People awards.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has out-of-school provision that is not managed by the governing body and is subject to a separate inspection by Ofsted. The report will be available on the Ofsted website.
- The school opened in September 2011 after the amalgamation of the local Junior and Infant school. Prior to this they had formed the Clifton with Rawcliffe Primary Federation.

What does the school need to do to improve further?

- Improving the quality of teaching so it is consistently good or better by:
 - improving the marking of pupils' work, by including comments that tell pupils how to make their work better
 - ensuring that pupils know how to be successful in all their lessons and are involved in checking their own progress
 - ensuring work set for the more able pupils is difficult enough in all lessons, but particularly in English
 - ensuring that there is better pace to lessons and pupils always complete enough work.
- Improve the teaching of phonics (the sounds that letters make) by:
 - improving the staff's subject knowledge regarding the teaching of phonics
 - ensuring that the numbers of pupils in each group are small enough for all to be fully involved and that tasks are set at the correct level.

Inspection judgements

The achievement of pupils is good

- Achievement is good because all staff ensure pupils get the best quality support to ensure their learning and progress. Effective use of information about the progress pupils make ensures future targets are high and rapid improvement in pupils' progress is sustained.
- Children enter the Nursery class with skills that are typical for their age. They make particularly good progress across the Early Years Foundation Stage because of the creative and stimulating environment that promotes children's understanding of the world around them. Teaching is effective in developing children's basic skills in mathematics and writing. The teaching of phonics is less effective in supporting their basic reading skills.
- Pupils' progress in learning letters and sounds is not always fast enough and the results of the national assessment in reading in Year 1 showed pupils did not perform as well as expected. Groups are not always organised successfully and there is some insecurity in staff's understanding of how to teach these skills.
- Nevertheless, overall progress in Key Stage 1 is good. By the end of Year 2, pupils reach above average standards in reading, writing and mathematics. Pupils continue to make good and sometimes better progress across Key Stage 2. By the time they leave Year 6 they reach standards that are well above average overall. More pupils are working at levels that are above average, especially in mathematics, but this is not always the case in every class and in English.
- Overall progress in reading is good and is promoted well across the school. Pupils read for pleasure and older pupils show a thorough understanding of the texts they read.
- Pupils known to be eligible for the pupil premium have their needs well met through good quality teaching in class and through small group work. This has had a very positive impact on learning and pupils make good progress and achieve standards that are better than the national average for similar pupils.
- Pupils who are disabled or have a special educational need also make good progress because they are well supported by effective teaching assistants. Work set in classrooms supports their needs well.

The quality of teaching is good

- Teaching is good and sometimes outstanding, especially when teachers plan effectively activities that interest pupils. Teaching is less effective when the pace of teaching slows and pupils do not produce enough work. Questioning is used well to promote pupils' progress and to probe their understanding. This was seen to good effect in an art lesson in Year 6 where pupils were developing their understanding of how to produce a collage. Effective questioning and a well-structured lesson ensured pupils made outstanding progress.
- Teachers encourage successfully pupils to be independent, especially using information and communication technology (ICT) to increase their learning. This was seen in an effective lesson on Theseus and the Minotaur. The tasks set for the more able to write a play as part of a 'podcast' were especially demanding. This level of difficulty is not always evident for these pupils particularly in English lessons.
- The teaching of literacy and mathematics is effective overall. Teachers have good subject knowledge of mathematics and encourage pupils to explain their approaches to solving problems. Reading is taught effectively overall leading to above average attainment despite some weaker aspects in the teaching of letters and sounds. The checks made on pupils' phonics knowledge is not always accurate, leading to some work not being set at the correct level and some being taught in groups that are too large.
- Pupils' work is marked regularly. However, comments are not always effective in increasing pupils' understanding of how to improve. Where comments are succinct they accelerate pupils' progress, particularly when teachers give pupils time to respond to comments.
- Teachers routinely share with pupils what they are learning and often refer to it during the

lesson and this enables pupils to be clear about their learning. Teachers do not consistently ensure that pupils know how to be successful in lessons so that they can assess their own progress. In lessons where pupils know how to be successful, they make better progress because they are better motivated to succeed, because they know what their target for learning is.

- Teaching assistants make a very positive contribution to pupils' learning and progress across the school. Pupils who are disabled and those who have a special educational need are catered for particularly well and as a result, make good progress.
- The school's outdoor classrooms provide excellent opportunities for pupils to develop their understanding of the world around them. In a lesson in the Early Years Foundation Stage, children were inspired to learn whilst observing birds through binoculars they had made.

The behaviour and safety of pupils are outstanding

- Pupils say they very much enjoy coming to school and working and playing with their friends. The school has developed as a strong cohesive community where relationships are very good. Behaviour is exemplary.
- The school's curriculum is particularly successful in developing pupils' personal development. Pupils are particularly knowledgeable about how to keep safe in a wide range of contexts, including how to use the internet safely.
- Pupils said they were proud of their school and appreciate the activities that the school provides for them. As a result, attendance is above average. The very large majority of pupils are punctual. Pupils attend well because of the school's commitment to providing a safe but creative environment for learning, both in and out of the classroom.
- Pupils are highly motivated and want to learn. They work exceptionally well in the open-plan classrooms and are keen to take responsibility for their own learning. For many pupils independent learning is a real strength and enables them to take charge of their progress.
- Bullying is rare, Pupils said that if disagreements do occur, adults in the school help them to resolve their differences. The school is very proactive in ensuring that pupils know about different forms of bullying and how to respond if bullied.
- Pupils play together well both at lunchtime and playtimes. They said they very much enjoy their outdoor learning facilities. They take on responsibility well and playground leaders help pupils to play well together.

The leadership and management are good

- The headteacher has been very successful in developing the school into a cohesive and thriving community following its amalgamation. He is particularly successful in empowering all staff to take on responsibility and develop their leadership roles across the school.
- He is well supported by two deputy headteachers and a dynamic leadership team who are working rigorously to develop the school further. All are involved in checking on pupils' achievements and seeing how well the school is doing. Thus the overview of its achievements to date is accurate. As a result, the school has the right priorities for improvement and is well placed to continue improving.
- The school checks on the quality of teaching effectively, although there remain variations between classes and in the staff's knowledge of teaching letters and the sounds they make. Nevertheless, the result of these checks leads to good quality professional development which the staff say has had a positive impact on their teaching and leadership skills.
- The evaluation of teachers' performance and the award of salary increases are linked to priorities and individual needs and are raising the quality of teaching and improving pupils' progress across the school.
- The school has a strong commitment to ensuring all pupils achieve well. It has recently

strengthened the leadership that supports pupils with specific needs. This has had a positive impact on the progress of these pupils enabling them to achieve as well as others, ensuring they have an equality of opportunity to succeed.

- The school's curriculum provides good opportunities for pupils to develop a range of skills. The school's outdoor classrooms are developing well, particularly their work around 'Forest Schools'. The school uses ICT imaginatively to promote learning across the curriculum. It uses the specialist areas for art, dance and physical development successfully to enrich pupils' experiences.
- The curriculum effectively promotes pupils' spiritual, moral, social and cultural development and this is evident in their excellent social skills. Pupils have a thorough understanding of cultural and moral issues and how this affects their lives.
- A good range of partners support the work of the school and this has a positive impact on pupils' broader achievements.
- Involvement with parents is good and they are thoroughly involved in school life. The very informative website informs them about the teaching of reading, writing and mathematics.
- The local authority has provided good support to the school during its amalgamation, including how to develop the outdoor classrooms.
- Safeguarding meets requirements and the school has good procedures in place to ensure that everyone is safe and secure.
- **The governance of the school:**
 - is ambitious for the school and know its strengths and areas for development well including the quality of teaching. It understands that teachers are set challenging targets and are rewarded only when these are achieved. It provides good challenge and governors have a good understanding of data and check that pupils have the best opportunity to achieve well. The governing body ensures all requirements are fulfilled, including safeguarding. It ensures finances are used effectively and as a result, the pupil premium funding is used well to support specific groups of pupils.

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	136133
Local authority	York
Inspection number	400269

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	590
Appropriate authority	The governing body
Chair	Vic Paylor
Headteacher	Chris Wigley
Date of previous school inspection	Not Applicable
Telephone number	01904 555230
Fax number	01904 555231
Email address	admin@cwr.york.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 2013

