

Rawthorpe Junior School

Rawthorpe Lane , Dalton, Huddersfield, West Yorkshire HD5 9NT

Inspection dates 5–6 February 2013

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

- Teaching is good across the school. Most lessons are well planned and pupils enjoy learning. They mix and work well together. In the vast majority of lessons, good relationships ensure that lessons provide opportunities to develop pupils' skills and knowledge and this leads to good achievement.
- Pupils achieve well across the school, including those with special educational needs and those supported by the pupil premium funding. They make good and sometimes better progress in English and mathematics and especially writing.
- Behaviour is good. Pupils are polite, very considerate and friendly towards each other.
- Pupils are proud of their school. They say they feel safe because 'teachers look after us and watch out for us'. The vast majority of parents agree.
- The inspiring and motivational leadership of the principal and vice principal has brought stability to the school after an extended period of disruption. Staff moral is high.
- Leadership and management at all levels, and including the governing body, are good. Leaders check regularly the school's performance and know its strengths well. This has led to noticeable improvements.
- Since the previous inspection, teaching and learning, pupils' achievement, attendance and behaviour have improved.

It is not yet an outstanding school because

- There are not enough examples of outstanding teaching to support even quicker progress.
- Not enough pupils reach the highest levels in English and mathematics. Tasks are not always hard enough for the more-able pupils.
- Although improving rapidly, achievement in reading is not as strong as in other subjects. Developments in reading are starting to have a big impact on learning but they have not yet been embedded into everyday teaching.

Information about this inspection

- Inspectors observed 18 lessons, three of which were joint observations with the principal, vice principal and the deputy headteacher. In addition, inspectors made a few visits to other classes, looked at pupils' workbooks, observed an assembly and listened to large numbers of pupils reading.
- Meetings were held with pupils, members of the governing body, senior leaders and middle leaders. The lead inspector spoke with a representative of the local authority.
- There were no recorded responses to the online questionnaire for parents (Parent View) but feedback from recent parent questionnaires organised by the school were taken into account.
- The inspectors looked at the school's website.
- Inspectors observed the school's work, including the school's own data-tracking systems showing pupils' progress; planning, teaching and learning monitoring documentation; the school's survey of parents' and pupils' views; records relating to attendance and behaviour and documents relating to safeguarding.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

David Halford

Additional Inspector

Full report

Information about this school

- This is a smaller than average size junior. It is part of a federation of schools known as Netherhall Learning Campus, which consists of the nursery and infant school, the junior school and the high school.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding given for looked after children, pupils known to be eligible for free school meals and children of service families, is above average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is higher than the national average.
- The percentage of disabled pupils and those with special educational needs supported by school action is above average.
- The percentage of pupils supported by school action plus or with a statement of special educational needs is above average.
- The school has resourced provision for four pupils with physical disabilities.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection there have been a number of changes to staffing, including the appointment of new leaders including a new vice principal, a deputy head teacher and an assistant headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - shortening the introduction to lessons to leave more time for teachers to stimulate pupils' independent work
 - including more tasks in lessons which will challenge the more-able pupils
 - challenging all pupils by effectively using questions to extend their first answers and then extend their thinking further.
- Improve the achievement in reading so that it matches that in writing by:
 - sharing the excellent practice in the school with all staff so that it is embedded across the whole school
 - raising the profile of reading across the school further and improving the reading resources in order to make reading activities more engaging and relevant to all pupils.

Inspection judgements

The achievement of pupils is good

- Achievement is good. Pupils make good progress. Although not yet outstanding, it is improving especially in writing and mathematics. The teaching of reading has improved since the last inspection, but progress in reading is still slower, especially for the more-able pupils.
- Pupils enter the school with skills that are lower than expected for their age. Pupils make good progress from Year 3 to Year 6 and show accelerated progress in Year 6. Since the last inspection school leaders have worked hard to improve achievement, which has risen as a result.
- Letters and sounds are taught effectively across the school, particularly in Year 6. As a result, progress levels with reading are improving to average levels when compared with national figures, but more work is needed to increase the numbers of more-able readers achieving higher levels.
- The school's robust systems for checking pupils' progress show that pupils are making faster progress than in the past. Current pupils' overall progress is good. Attainment is rising steadily so by the end of Year 6 pupils reach national levels. Standards are higher in writing and mathematics because developments planned for reading have not yet been embedded.
- Writing is a strength of the school. Pupils write at length and with confidence because it is well taught, so pupils make at least good progress and acquire good skills. The Year 4 writing on Henry VIII showed confident writers who had used their research skills and mature vocabulary to explain the story of the king and his six wives.
- Pupils leave Year 6 with standards in mathematics that are broadly average. Progress is good, but the number of pupils who go on to achieve Level 5 is lower than normal. That is because more-able pupils are not challenged enough to extend their thinking and undertake work that is difficult.
- Pupils of all ethnic backgrounds achieve equally well in reading, writing and mathematics over time.
- Pupils who are disabled or with special needs achieve as well as their classmates because they receive the specialist support they need. The headway made by pupils with statements for physical disabilities is outstanding as they make good progress and greatly enjoy school.
- Those entitled to the pupil premium funding receive well-targeted additional adult support and activities, such as the 'Toe by Toe initiative'. These are boosting their achievements and ensure that they make good progress in relation to their starting points. Data shows that the gap between how well this group achieves and other pupils is closing rapidly.

The quality of teaching is good

- School leaders' rigorous and decisive actions since the previous inspection have raised the quality of teaching.
- Teachers have high expectations of what pupils can complete in lessons. However, sometimes the work set for the more-able is not getting the best out of them and this is preventing them from reaching higher standards.
- In the best lessons, pupils learn quickly and teachers' expectations are high. Through probing questions and good relationships they make learning fun and pupils greatly enjoy lessons.
- Teachers mark work rigorously and give helpful advice as they talk with pupils. Teachers inform pupils what they must do next to improve and pupils say this helps them make quick gains. In an outstanding Year 6 mathematics lesson a pupil stated that 'I now understand probability because of my teacher's way of explaining things. She explains a lot well.'
- Sometimes the start of lessons is too long because teachers talk too much and pupils spend too much time on the carpet. This slows down the pace of lessons and impacts on progress. Pupils need more time to work on their own. Also, teachers' questioning sometimes fails to extend

pupils' answers which limits opportunities to widen their thinking further.

- The teaching of phonics has contributed well to the progress that pupils make in their reading over time. Occasionally, missed opportunities occur because books and other resources still need improvement in the library and other reading areas. Opportunities to read in class are missed and sometimes pupils are not reading enough in school and at home.
- Teaching provides various opportunities to develop spiritual, moral, social and cultural awareness through topics covered in lessons and opportunities for pupils to develop team-work skills.
- Knowledgeable teaching assistants provide skilled support for different groups of pupils. In one science lesson a teaching assistant quickly secured pupils' attention and then she was able to show pupils how light travels in a straight line through role play and good literacy links to 'The Gruffalo'.

The behaviour and safety of pupils are good

- Behaviour has improved since the previous inspection. Clear rewards and sanctions recently introduced by the leadership team have had a significant impact on improving behaviour.
- Pupils, parents and staff all say that behaviour is now good because pupils know and understand the rules and routines. Pupils enjoy school and say they are proud to be a part of it. As a result, attendance is rising so that it is now average. Robust systems are in place to check attendance and emphasise the importance of arriving to school on time. This is making a difference, but challenges remain in ensuring that attendance continues to improve.
- Behaviour in lessons observed was good. Pupils listen well to their teachers and to each other. Warm relationships between staff and pupils and the good use of praise serve to create a friendly working environment.
- Pupils say they feel safe and are well looked after by adults in the school. They have a good understanding of how to keep themselves safe and older pupils act as good role models for younger pupils, for example, as school prefects and members of the school council.
- Pupils have a good understanding of different types of bullying, including possible bullying on the internet. Year 5 pupils at lunchtime could confidently say what 'safe online' means and how important strong passwords are when using new technology.
- Pupils say that bullying is rare, but when it occurs, staff deal with it effectively. The school takes prompt action to tackle any form of discriminatory behaviour.

The leadership and management are good

- The federated leadership team has set a clear direction for the further improvement of the school. They have high expectations of staff. The Principal and the Vice Principal have an extremely accurate view of the priorities for improvement, which form the basis of the school improvement plan. It is a useful and comprehensive document with clear success criteria and timescales.
- Teaching is good and has improved since the last inspection because of the leaders' quick and timely actions to eradicate inadequate teaching. They have established rigorous systems for checking the quality of teaching. Moral in the school is high.
- The school ensures that all pupils have equal opportunities for success. There are very effective systems ensuring that pupils of all backgrounds and abilities have equal access to everything the school provides. Individual pupils' progress is reviewed half termly to ensure that the level of challenge is appropriate. As a result, pupils who are at risk of falling behind receive the help they need to catch up quickly.
- Leadership at all levels is significantly improved since the previous inspection and is now having a robust impact on learning. Middle leaders such as the English and mathematics leaders know the strengths and areas for development well and have a good impact on the quality of teaching and behaviour.

- There is good support for new teachers because training and mentoring are closely linked to school improvement. There are examples of outstanding teaching in parts of the school that help support this. Leaders now have to use these examples to increase the progress of reading more quickly.
- The curriculum links subjects well so that pupils understand how learning in one subject can help in others. The curriculum contributes well to their spiritual, moral, social and cultural development. Currently, pupils have appropriate opportunities to take part in after-school clubs and lunchtime activities.
- The local authority has an accurate view of the school. It has provided helpful continuing support through the school's improvement partner.
- The school works well with its parents who express largely positive views about the school.
- The arrangements for safeguarding are well organised and meet latest requirements. The school is safe, secure and maintained well and all staff have undertaken child protection training. A careful watch is kept over pupils whose circumstances might make them vulnerable.
- The management of teachers' work is rigorous. Staff are now being held to account for pupils' progress and understand that pay progression is dependent upon this.
- **The governance of the school:**
 - Members of the governing body are committed to the federation of schools that includes the junior school. The systems of committees that oversee the developments within the federation are especially effective. Governors have a good overview of the school and they have taken effective actions to improve its leadership. This has fully supported the improvements since the previous inspection. Governors are not afraid to make difficult decisions or hold the school to account for standards and progress or the quality of teaching. They have a good grasp of the strengths of their school and what is needed to ensure further improvement. They check that pupil premium funding is used to good effect.

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	107620
Local authority	Kirklees
Inspection number	405116

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Peter Rock
Principal	Joan Young – Caroline Green Vice Principal
Date of previous school inspection	7 April 2011
Telephone number	01484 300080
Email address	office.rawthorpejun@kirklees-schools.org.uk

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