

Rawcliffe Bridge Primary School

Bridge Lane, Rawcliffe Bridge, Goole, DN14 8NH

Inspection dates 26–27 February 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils achieve well over time and make good progress in their reading, writing and mathematics and reach average standards of attainment.
- Pupils who are supported through the pupil premium make outstanding progress. As a result, their attainment is above average by the time they leave Year 6.
- The quality of teaching is good and there are examples of some outstanding practice.
- Teachers have good relationships with their pupils. They have a good knowledge of the subjects they teach and use resources creatively to support pupils' learning.
- Pupils' behaviour in lessons and around the school is good and their positive attitudes to learning are a significant factor in the good progress they make in lessons.
- The school's work to keep pupils safe and secure is excellent. Meticulous records are kept to ensure pupils' welfare is a high priority within the school.
- Leaders have a good understanding of what is working well and what could be better still. Consequently, their actions to raise pupils' achievement and improve the quality of teaching are effective.

It is not yet an outstanding school because

- Teaching is not outstanding.
- Occasionally, teachers do not check pupils' understanding thoroughly enough during lessons. As a result, those who are capable of more challenging work are kept waiting for others to catch up.
- The quality of marking is not consistently outstanding, which limits the progress some pupils make in some classes.

Information about this inspection

- The inspector observed 11 lessons or small-group activities, one of which was conducted jointly with the headteacher.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- The inspector talked to pupils about their work in lessons, looked at books, listened to pupils read and met with a group of pupils from Key Stage 2.
- The inspectors took account of 12 responses to the online survey (Parent View) and a recent school survey. The inspector also spoke to a number of parents during the inspection.
- The inspector also took account of the 13 inspection questionnaires returned by members of the school staff.
- The inspector observed the school's work, looked at progress data, performance-management information, records relating to behaviour and safety, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils who are known to be eligible for support through the pupil premium is above average. The pupil premium is additional government funding provided for children who are looked after, those from service families and those known to be eligible for free school meals.
- The proportion of pupils with disabilities or special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is much lower than average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed in September 2013. A new Chair and Vice Chair of the Governing Body were elected in November 2013.

What does the school need to do to improve further?

- Improve teaching to outstanding, so as to raise achievement even further, by:
 - ensuring teachers check more carefully on pupils' progress during lessons in order that those who understood the work can move on more quickly to more challenging work
 - making sure marking is more consistent in quality, so all pupils benefit from the best practice in the school in providing clear guidance about what they need to do to improve their work.

Inspection judgements

The achievement of pupils is good

- Attainment by the end of Year 2 is usually in-line with the national average. However, in 2013 it improved significantly and was above average in reading, writing and mathematics.
- Attainment by the end of Year 6 is also improving and in 2013 it too was above average in reading and writing, but remained average in mathematics. This represents good progress from these pupils' starting points.
- School data, lessons observed and work seen in books all show that achievement is typically good in all classes. It is consistently outstanding in Year 4 and the mixed Year 5/6 class where pupils make rapid gains in their learning.
- Most children start the Early Years Foundation Stage with skills that are below those typically expected for their age and are particularly low in language and communication. Regardless of their starting points, they make good progress and are well prepared to start Year 1.
- Pupils who did not read as well as expected by the end of Year 1 have been given additional support and now all are reading at the expected level.
- The vast majority of disabled pupils and those who have special educational needs make the same good progress as others in the school. The very few pupils from minority ethnic groups make the same good progress as others in the school.
- Pupils in receipt of the pupil premium are supported exceptionally well and make outstanding progress. As a result, by the time they leave Year 6 many are working at a higher level than others in their class in both English and mathematics. This is one example of the school's commitment to tackle discrimination and ensure equality of opportunity.
- The school effectively helps the most able pupils to make good progress. As a result the proportion of pupils gaining the higher levels by the end of Year 6 has risen since the time of the last inspection.

The quality of teaching is good

- Children in the Early Years Foundation Stage benefit from a wide range of fun and challenging activities. The teacher ensures there is a strong focus on developing children's language and communication skills. High-calibre teaching assistants know when to offer support or when to step back and allow children to find things out for themselves. Children enjoy learning in the well-resourced classroom and in the equally well-equipped outdoor area.
- Across the school, teachers' subject knowledge is good. Activities motivate pupils and encourage them to succeed. Pupils are keen to live up to the teachers' high expectations, which help them make good progress in their lessons and over time.
- Most of the time, teachers keep a careful watch on the progress pupils are making and are skilled at moving pupils on to the next challenge when they are ready. However, occasionally, these checks are less rigorous and pupils are asked to repeat the same task again, even though they are ready for a higher level of challenge.
- The quality of marking is typically good and has improved this year. However, some weaknesses remain. It is excellent in Year 4 and the mixed Year 5/6 class, and pupils respond quickly to the very clear guidance they receive. However, there are examples where marking recognises pupils' efforts, but offers less specific guidance on how to improve. As a result, progress is not as rapid for some pupils.
- The support provided to pupils needing additional help with their learning, for example in small groups or in one-to-one activities, is of a very high quality. As a result, pupils who are supported by the pupil premium make excellent progress and display exceptionally good attitudes to their work.
- The teaching of reading, and the work helping younger pupils to recognise sounds and letters, is

good. Pupils enjoy reading an increasingly wide range of literature and are confident to attempt unfamiliar words or texts.

- The teaching of writing is good and continues to improve. Pupils are provided with many opportunities to write at length across a wide range of subjects. The recent topic on rainforests in the Year 5/6 class is a good example. Pupils practise their writing skills in their topic work.
- Pupils are able to apply what they are learning in their mathematics lessons to a range of problem-solving activities in other subjects. For example, in a Year 2/3 history lesson, pupils were using what they knew of the properties of shape to build Zoser's Stepped Pyramid.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They settle quickly in lessons and also enjoy attending the many clubs that are offered. For example, the weekly sports club, which focuses on using boxing skills to develop fitness, is very well attended.
- Good behaviour was seen at break and lunchtimes and pupils were keen to point out that this was typical. Older pupils willingly take on the responsibility of making sure younger children have fun and enjoy playtimes.
- Pupils take pride in their work and the quality of displays around the school is good. Pupils are smartly dressed and keep their classrooms clean and tidy.
- Occasionally, a few pupils can become restless or silly when they have finished a task and are waiting for others to catch up.
- The school's work to keep pupils safe and secure is outstanding. There is a positive and caring atmosphere in school; pupils say they feel safe and happy in school and their parents agree.
- Pupils are very knowledgeable about different forms of bullying and say it is exceptionally rare at school. The meticulous records kept by the school show that incidents of any sort are infrequent and always managed effectively.
- Pupils have a keen understanding about how to keep themselves safe, for example, when using the internet.
- Attendance continues to improve every year and is now above average. Pupils are very rarely late and appreciate what this improving school has to offer.

The leadership and management are good

- Leaders, teachers and governors are ambitious for the school to do well. The recently appointed headteacher provides very determined leadership, promoting a clear focus on continual improvement, and offers teachers and parents a clear vision for the future.
- The headteacher has refined the systems for managing staff performance and these are effective in continuing to improve the quality of teaching. Staff say they are very well supported and appreciate the training they receive. Self-evaluation is robust, accurate and informs school-improvement plans, which focus on the correct priorities.
- Middle leaders have benefitted from ongoing training and have a good understanding of what is working well and what needs further improvement.
- Leaders recognised that the previous system to check pupils' progress and measure their attainment needed improving if swift action was to be taken to support pupils who were not making the best possible progress. The headteacher introduced a new system and recognises that a careful watch must be made during the early stages of its implementation to ensure any teething problems are quickly resolved.
- The pupil premium funding is used very well and leaders work effectively to ensure different groups have an equal chance to succeed.
- Leaders have ensured that the new primary school sport funding is being used to increase pupils' opportunities to take part in local competitions, as well as to improve the quality of physical education lessons during the school day.

- Pupils' spiritual, moral, social and cultural development is a strength of the school, and is epitomised in the central role the school plays in its local community.
- The local authority has offered effective support, for example, in developing the role of middle leaders since the time of the last inspection. The school is so well regarded that it regularly supports others in the authority.
- **The governance of the school:**
 - The governing body is well informed. It challenges school leaders and holds them to account for pupils' achievement. It compares how well the school is performing against others nationally. Governors are strong supporters of the school. They understand the headteacher's vision for the school and value her leadership. They have an accurate knowledge of the quality of teaching and its impact on pupils' learning, because they visit school regularly and speak to pupils about their experience of school life. They oversee the performance management of staff effectively and ensure pay awards are only made when targets have been met. Governors check carefully on the use of additional funds and ensure good value for money. They also rigorously check that safeguarding arrangements are fully secure, expecting only the very best.

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	117893
Local authority	East Riding of Yorkshire
Inspection number	431336

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	64
Appropriate authority	The governing body
Chair	Martin Chapman
Headteacher	Kristina Frary
Date of previous school inspection	29 June 2009
Telephone number	01405 839249
Fax number	01405 839256
Email address	rawcliffebridge.head.primary@eastriding.gov.uk

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