

# Rawdon St Peter's Church of England VC Primary School

Town Street, Rawdon, Leeds, West Yorkshire, LS19 6PP

**Inspection dates** 18–19 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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 of all ages make good progress from their individual starting points in reading, writing and mathematics and reach above average standards by the end of Year 6.
- Teaching is usually good and some teaching is outstanding. Teachers plan interesting lessons and ensure that pupils learn well.
- Pupils' behaviour is consistently good in lessons and around school.
- Pupils say they are kept safe in school.
- A large majority of parents is satisfied with the school's work and would recommend it to others.
- Senior leaders' actions have brought about improvements to teaching and pupils' achievement, particularly in mathematics this year.
- Middle leaders contribute well to the school's improvement.
- Governance is good. Members of the governing body challenge and support the school well.

### It is not yet an outstanding school because

- The quality of marking is inconsistent and does not always provide pupils with clear ways to improve their work. Pupils are not given enough time to address their mistakes.
- The good skills of teaching assistants are not always used well to support or extend pupils' learning in all parts of lessons.
- The most-able pupils are not always given hard enough work, particularly at the start of lessons. As a result, they sometimes find the work too easy.
- Children do not always have sufficient opportunities to develop their physical or creative skills in the outdoor learning area in the Early Years Foundation Stage.

## Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, including one joint observation with the headteacher. In addition, inspectors conducted some shorter visits to classrooms to check on the quality of the curriculum.
- Inspectors observed pupils' behaviour at breaks and at lunchtimes, both inside the school and in the playground. They listened to a sample of pupils from Years 1 to 6 read.
- Discussions were held with groups of pupils, seven members of the governing body, a representative of the local authority, the headteacher, other school leaders and members of staff.
- Inspectors took account of 22 staff questionnaires and 51 responses to the on-line questionnaire (Parent view). The inspectors spoke with parents at the start and end of the first day of the inspection to gauge their views. Some parents notified the inspection team that they were unable to submit their views via Parent View. As a result, correspondence from parents to express views about the school was also received during the inspection.
- Inspectors looked at a number of documents, including the school development plan and the school's view of how well it is doing. They reviewed the standards pupils have achieved over time and the standards in pupils' current work. They observed the school at work and also checked the school's documentation and procedures for safeguarding, child protection, behaviour and attendance.
- Inspectors scrutinised many aspects of the school's work, including pupils' workbooks, current records of pupils' progress, documents relating to the performance management of teachers, the school's own case studies of individual pupils' achievements and minutes of the meetings of the governing body.

## Inspection team

Liam Trippier, Lead inspector	Additional Inspector
Carol Machell	Additional Inspector
Rosemary Batty	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who are known to be eligible for support from the pupil premium is much lower than the national average. The pupil premium is additional funding to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils supported by school action is below average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- Nearly all pupils are White British. A few pupils are from minority ethnic backgrounds.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has experienced some staffing turnover in the past, but this has been stabilised.
- Emma's Angels provides before-school care and a private nursery on the school site. The Peter Pan Group also provides private nursery provision on the school site. The North West Leeds Specialist Inclusion Learning Centre, which provides education for pupils with a range of special educational needs, is located at the school in a purpose-built room. These are inspected separately and the inspection reports are available on the Ofsted website.
- The school has a range of awards, including Investor in Pupils and the Stephen Lawrence award that recognises the school's work in developing pupils' understanding of inclusion and equality.

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

- Improve teaching to raise achievement further by:
  - making sure that all pupils are clear about how to improve their work, are given the time they need to rectify their mistakes and respond to the advice given
  - using the good skills of teaching assistants to support and extend pupils' learning in all parts of lessons
  - ensuring that the work set for the most-able pupils is hard enough for them, particularly at the start of lessons.
- Improve the outdoor learning area in the Early Years Foundation Stage, so that children can further develop their physical and creative skills.

## Inspection judgements

### The achievement of pupils

is good

- Children start school with skills that are generally typical for their age. In the Early Years Foundation Stage children are taught well and develop the confidence to select a range of tasks in the classroom to enhance their skills, knowledge and understanding. As a result, they make good progress, so that they are well prepared for learning in Key Stage 1. By the end of the Reception year, an above average proportion of children reaches a good level of development and some exceed this.
- Evidence seen in pupils' workbooks, observations of learning and in the school's latest accurate assessments show that pupils in Key Stage 1 make good progress and by the end of Year 2 reach above average standards in reading, writing and mathematics. This year, more pupils in Year 2 have reached higher standards, due to improvements in teaching.
- In 2013, standards in mathematics fell at the end of Key Stage 2, due to inconsistencies in teaching and learning in the past. Concerted action has been taken to stabilise staffing, improve some teaching and check the achievement of all pupils more effectively. This has accelerated progress and has raised standards in mathematics quickly and securely so that they are now above average. Standards are also above average in reading and slightly above average in writing. All pupils, including the few from minority ethnic backgrounds, are making good progress throughout Key Stage 2 in all subjects, despite some unevenness as a result of variations in teaching quality in the past.
- Pupils of all ages learn to read well. Younger pupils in the Early Years Foundation Stage and Key Stage 1 are taught effectively to use phonics (letters and the sounds they make) to help them read unfamiliar words. Pupils articulate well their understanding of what they have read. The school promotes reading well. Older pupils read regularly for pleasure and have a good knowledge of a range of authors and texts.
- The most-able pupils usually make good progress, but occasionally they find their work too easy because teachers do not always plan to make work hard enough, particularly at the start of lessons.
- Disabled pupils and those with special educational needs achieve as well as other pupils because of the effective support they receive in small groups and in lessons. The pupil premium is used effectively, so that the small number of pupils eligible achieve well in English and mathematics. The school has successfully and quickly closed the gap in attainment between those eligible for free school meals and other pupils. This demonstrates the school's successful commitment to equality of opportunity.

### The quality of teaching

is good

- Teaching is typically good and ensures that pupils make good progress. The leadership of teaching has been very effective and has contributed significantly to the improvement in standards and accelerated rates of progress over the last year.
- Teachers use information from assessments and previous work to ensure that lessons are planned well. They explain tasks methodically and question pupils well so that pupils know exactly what to do and how to be successful.
- For example, in a writing lesson in upper Key Stage 2, the teacher expertly built upon previous learning by quickly recapping key features of persuasive writing. Examples were provided before pupils were given the opportunity to demonstrate their own persuasive writing skills. As they were doing so, the teacher asked pupils how they could use similes and more adventurous persuasive phrases to improve their work. As a result, the quality of pupils' writing continually improved throughout the lesson and the persuasive writing produced was of high quality.
- In most lessons, teachers check pupils' learning and the progress they make effectively. They discuss pupils' learning with them and re-explain or make work harder for pupils, so that they achieve well.

- In mathematics, teachers ensure that pupils are taught well to use the school's agreed calculation methods to work systematically through investigations and solve word problems accurately. For example, in a mathematics lesson in lower Key Stage 2, the teacher skilfully ensured that pupils used their knowledge of multiplication and division to solve problems involving area and perimeter successfully.
- Classrooms are well organised and beautifully presented. Pupils can select the equipment they need in lessons for themselves and very attractive displays of their work are referred to, to support and celebrate pupils' learning effectively. This contributes positively to their achievement over time.
- Teachers set interesting homework, which makes a good contribution to pupils' progress and learning. Activities are based upon interesting themes and topics and include 'Talk-Talk' work, which encourages pupils effectively to talk to their family members to learn more about an issue, theme or famous person to improve their knowledge and understanding.
- Teaching assistants often make a good contribution to the learning and progress of pupils in lessons and in small groups. However, occasionally during whole-class teaching time, the good skills of teaching assistants are not always used fully. During such times, some pupils' learning is not sufficiently supported or extended.
- Pupils' workbooks are usually presented well and show the good progress they have made over time. Recent improvements to marking are evident, but the quality of marking is still inconsistent. This contributes to uneven rates of progress, particularly as pupils are not always given enough time to rectify their mistakes or to respond to their teachers' written comments or questions.
- In the Early Years Foundation Stage, children do not always have access to equipment to develop their physical and creative skills fully. Teachers ensure that children have time to use the large climbing frame in the main playground and some space to ride bikes. However, time in these areas is restricted and limits opportunities for children to develop key skills for themselves when learning outdoors.

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

- The behaviour of pupils is good.
- Pupils hold positive views about behaviour and agree that it is good. School records of behaviour and evidence gathered on this inspection indicate that it is typically good. Pupils behave well in the dining hall, around the school site and in corridors and classrooms. All staff say that behaviour is good and a large majority of parents agrees.
- Pupils' attitudes to learning in lessons are consistently good. They work well with partners or in groups, taking turns and joining in activities with little prompting. They appreciate each other's efforts in lessons, so pupils try their best. However, pupils do not routinely have the opportunity to respond to their teachers' marking comments in their workbooks, which limits their involvement in improving their learning over time.
- Pupils from the North West Leeds Specialist Inclusion Centre take part in lessons and other school activities and are supported by staff from the centre to join in and behave well. Pupils in the school fully accept individual children's differences and treat each other with respect.
- The school promotes good attendance effectively. Pupils say they like coming to school and pupils' above average attendance and low level of lateness reflect this.
- The school's work to keep pupils safe and secure is good.
- Pupils have a clear understanding of the different forms of bullying and say that it is not a problem in the school. They are confident that if bullying does occur, it will be dealt with effectively by staff. Unpleasant, racist or homophobic name-calling is extremely rare and if there is any, it is dealt with quickly and to the satisfaction of pupils.
- Pupils understand how and why they are kept safe in school. They also have a good awareness of how to keep themselves safe outside of school through their attendance at a range of well-planned safety courses. They also have a good awareness of how to keep safe when using the

Internet.

- Older pupils support younger ones as 'Playground Ambassadors' to help younger pupils stay safe and play well during breaks. Staff supervise pupils effectively to ensure that pupils are safe and playtimes are structured appropriately with a good range of activities, so that pupils can enjoy their breaks.

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

- The headteacher is ambitious for the school and is supported well by her deputy headteacher. They have ensured that teaching and achievement improve securely, particularly in mathematics this year.
- All leaders work well together to improve the school. Middle leaders play their part and check pupils' achievement and teaching in their subjects for themselves. They provide support to colleagues to help move the school forward.
- The school's procedures for gaining a clear view of its own performance are robust and the good quality plans to bring about improvements are based upon these. The quality of teachers' marking is rightly identified for improvement, but leaders have yet to make sure it is done consistently well throughout the school.
- Good arrangements are in place for the management of staff performance and training of teachers and other adults. The school's priorities and individual staff needs are addressed well through training, including opportunities to see other teachers teach. Teachers are held to account for the progress pupils make. Salary progression is linked to teachers' performance.
- The progress of all groups of pupils is regularly checked and carefully analysed by leaders to identify where extra help may be needed for pupils at risk of underachievement. As a result, the school's work to promote equality of opportunity and tackle discrimination is good.
- The primary sport funding has been planned for and used effectively to introduce a wider range of well-attended sport activities to pupils. This contributes well to developing pupils' healthy lifestyles and physical well-being. The funding has also been used to develop the sporting expertise of teachers through a good quality staff training programme.
- Leaders find out the views of parents through regular consultation meetings. They use the findings to identify ways to improve the school further. Relationships with families are positive and the large majority of parents is happy with the leadership of the school.
- The curriculum is well organised into interesting topics to meet pupils' interests. For example, the Religious Education topic 'Who throws the best party?' is arranged to develop community cohesion and for pupils to learn about a range of religious festivals other than their own. The school promotes pupils' spiritual, moral, social and cultural development well and realises its ambition, stated in the school's mission statement, of 'unlocking every child's potential'.
- The local authority provides effective support to the school through regular visits by a school improvement officer and providing access to a useful range of subject specialists to develop staff expertise.
- The school's safeguarding procedures meet statutory requirements and are effective.
- **The governance of the school:**
  - Governance of the school is good. Governors are supportive of the school and challenge it appropriately. All governors regularly check the quality of teaching and check the school's actions against its key priorities for themselves. In meetings, governors ask appropriate questions so that they understand the school well and ensure that effective action has been taken.
  - The governing body makes sure the pupil premium and primary sport funding are used well. Governors ensure the management of teachers' performance is effective and they are aware of what is being done to reward good performance or tackle any weaknesses.

## 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>	107986
<b>Local authority</b>	Leeds
<b>Inspection number</b>	443956

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	310
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Drye
<b>Headteacher</b>	Caroline Sibson
<b>Date of previous school inspection</b>	4 November 2009
<b>Telephone number</b>	0113 2504201
<b>Fax number</b>	0113 2504201
<b>Email address</b>	c.sibson@rawdonstpeters.co.uk



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