



Rawson Junior and Infant School

Inspection Report

Unique Reference Number 107477
LEA Calderdale
Inspection number 277757
Inspection dates 7 November 2005 to 8 November 2005
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Rawson Street North Boothtown Road Halifax, West Yorkshire HX3 6PU
School category	Community	Telephone number	01422 351291
Age range of pupils	3 to 11	Fax number	01422 351291
Gender of pupils	Mixed	Chair of governors	Mr Stuart Holmes
Number on roll	423	Headteacher	Mr A Hiley
Appropriate authority	The governing body		
Date of previous inspection	15 January 2001		

Age group 3 to 11	Inspection dates 7 November 2005 - 8 November 2005	Inspection number 277757
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

Three additional inspectors carried out the inspection.

Description of the school

A larger than average sized primary school for pupils age three to eleven. Most pupils are of white, British heritage with a below average proportion from minority ethnic groups, few are at an early stage of learning English as an additional language. The proportion of pupils claiming free school meals is average, although indications are that the local area is socially and economically disadvantaged. Attainment on entry is below average. The percentage of pupils with learning difficulties and/or disabilities is above average and 11 pupils have statements to provide for their needs. The school is involved in the Primary Leadership Programme.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Rawson School is a good school and it provides good value for money, which agrees with the school's view. Pupils respond well to the outstanding, supportive care they receive. Standards at the end of Year 6 in the 2005 national tests improved on the 2004 results, although the proportion of pupils, particularly boys, achieving the higher levels in writing was lower than that in reading, mathematics and science. Pupils, including children in the nursery and Reception and those with learning difficulties and/or disabilities make good progress because teaching is good. Personal development is good. Pupils of all ages, abilities and backgrounds work and play together harmoniously. They enjoy coming to school, despite attendance rates being broadly average. Behaviour is good because of teachers' high expectations. The headteacher and deputy headteacher lead and manage the school well and are assisted effectively by subject co-ordinators and other senior staff. Governance is satisfactory. The recently introduced systems to monitor pupils' progress place the school in a good position to improve standards further. The school has a good understanding of its strengths and areas for development. It has improved well since the last inspection. Parents are very appreciative of the education provided for their children because of the way staff work together for the benefit of pupils. However, some parents do not realise that taking their children on holiday during term time affects their education.

What the school should do to improve further

- Raise standards in writing throughout the school by providing more challenge for higher attaining pupils, especially boys.
- Develop the recently introduced systems to track pupils' progress throughout the school to set challenging targets for pupils in order to raise standards further.
- Help parents to appreciate the importance of good attendance and the adverse effect of taking children on holidays during term time.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Children enter school with below average standards and make good progress; as a result, by the end of the Reception standards are nearly average. In Years 1 and 2, pupils build well on their prior attainment so that by the end of Year 2 standards are average; however, although broadly average, standards in writing are not as high as those in reading. Boys' standards are lower than those of girls.

In the 2004 national test, results in Year 6 were average and progress relative to pupils' attainments at the end of Year 2 was good. In 2005 standards improved and early indications are that they are likely to be above the national average. The challenging targets set for pupils to reach by the end of Year 6 were exceeded, although too few boys achieved the higher levels in writing.

Pupils, including those with learning difficulties and/or disabilities, make good progress and a higher than expected proportion of these pupils compared to other schools in the local authority reached the level expected of their age by the end of Year 6 in 2005. Pupils are well prepared for the next stage of education because of their good acquisition of basics skills in literacy, numeracy and information and communications technology (ICT).

Personal development and well-being

Grade: 2

The pupils are positive about their school. They enjoy their lessons and are keen to learn and take part in all activities. Behaviour throughout the school is good. Attendance is broadly around the national average. It is not helped by parents taking their children out of school for holidays. The school is working hard to convince parents of the importance of good attendance. Punctuality is good.

Pupils work well together. Older pupils carry out duties such as supporting younger ones at lunchtimes. Year 6 pupils clearly understand and readily accept their responsibility as role models for others within the school community.

Pupils' spiritual, moral, social and cultural development is good. Pupils develop self-esteem and confidence because their different achievements are valued and rewarded. Pupils' behaviour and the relationships between pupils, and between staff and pupils, are good. They have a good understanding of their own and some other cultures, which is an improvement since the last inspection.

The school promotes the health and well-being of its pupils very well and this is illustrated by excellent displays around the school. Many opportunities are available for pupils to take part in physical exercise through a wide range of curricular and extra curricular activities. Pupils are aware of the dangers of drugs and why it is important to keep fit.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because the quality of teaching is good overall which agrees with the school's view. There is good teaching throughout the school, including in the nursery and Reception, but also some inconsistency. In most lessons, teachers plan and prepare their lessons carefully and they seek to meet pupils' needs by setting work at the right level. In some lessons though pupils do not learn quickly enough because the teachers' planning fails to meet the needs of all learners, particularly the higher attainers.

Where lessons were outstanding, the content was imaginative, stimulating, challenging and taught at a brisk pace and matched to the needs of all pupils. In a practical mathematics lesson, for example, Year 3 pupils constructed a variety of increasingly

complex three-dimensional shapes. The skilful input and questioning from the teacher provoked high quality mathematical discussion, which resulted in exceptional gains in learning.

Teachers' marking of pupils' work is satisfactory but inconsistent and not always makes clear what is needed to improve. In contrast, pupils with learning difficulties and/or disabilities are given clear guidance and support from teachers and teaching assistants to help them achieve their individual targets.

Teachers make good use of interactive whiteboards to assist pupils' learning.

Curriculum and other activities

Grade: 2

The curriculum is good. It fully meets requirements. The school has taken good account of national initiatives; for example, French is now taught in Years 3 and 4. Strong emphasis is placed on developing literacy, numeracy and ICT skills. An effective whole school approach to personal, social and health education and citizenship extends the curriculum and interests both boys and girls. Good opportunities are provided for pupils to engage in sports both within the school day and in out-of-school activities; for example, a wide range of well-attended sporting activities are available for boys and girls in after-school clubs, such as rugby, soccer and tennis. The playground organisation encourages energetic exercise, such as the five-a-side football area. Arts are catered for well within the school day and through an arts club. Visitors enrich the curriculum further, such as theatre groups. Residential visits to Scarborough and Pickering enhance pupils' learning as well as their personal development.

Care, guidance and support

Grade: 1

The school takes very good care of its pupils within a strong family ethos. Pupils are able to work safely, enjoy coming to school and are confident and successful learners. One parent commented on how approachable the staff are and expressed the view that, 'Rawson is a lovely school, I wish my child could stay for another six years'.

Clear priorities are identified for raising standards by careful analysis of assessment data, using a recently introduced system to track pupils' progress. Pupils are encouraged to keep healthy by sensible diet and exercise. The school's vegetable garden plays a key role in promoting healthy eating and lifestyles. Pupils spoke positively about what they had learnt by sowing, planting and eating different vegetables.

Staff know the pupils very well and children are confident and secure in these relationships. The school is vigilant in caring for and supporting each pupil. Child protection procedures are well known to all staff. Pupils express confidence that they can talk about any problems or difficulties they experience.

Leadership and management

Grade: 2

The headteacher provides purposeful leadership and has a clear vision of a caring community in which every child is capable of enjoying and achieving. He has perceptive knowledge of the strengths and weaknesses of the school, is assisted very well by the deputy headteacher and senior staff, who, share a common aim of striving to provide only the best for all pupils. Management structures in place are good. Strong and consistent leadership has ensured that pupils receive high levels of care, and make good progress in their learning. The governors fulfil their statutory responsibilities well and are very committed to the school. Governors are being encouraged to visit the school to develop their roles.

Effective procedures are in place for evaluating all aspects of the school's work and for determining what needs to be done; for example, the achievement of more able pupils has been identified as an area for development.

This is a forward thinking, reflective school, that knows itself well and plans appropriately to improve further by taking advantage of strategies to enhance effectiveness, such as the Primary Leadership Programme. The recommendations of the last inspection have been addressed and its capacity to improve further is good. The school has good relationships with parents, the local community, and with high schools to which pupils transfer at the end of Year 6.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school.

What we liked most about your school.

- We are pleased that you behave well and work hard in lessons and all get on so well together.
- We are glad that you are taught well so that you make good progress in your learning.
- The headteacher, staff and governors look after you extremely well and know how to make your school better.

What we have asked your school to do now.

- We would like you to work with teachers to improve standards in writing.
- We want the teachers to use information they have about your progress to help you improve your work.
- A few of you are having holidays in term time so we have asked the school to work with your parents to try to avoid, whenever possible, taking you on holidays in school time.

We appreciated talking to you about your work and watching you learn, we wish you well for the future.