



Rawcliffe Bridge Primary School

Inspection Report

Better
education
and care

Unique Reference Number 117893
LEA East Riding of Yorkshire
Inspection number 280178
Inspection dates 28 February 2006 to 1 March 2006
Reporting inspector Mrs Jane Randall

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

Type of school	Primary	School address	Bridge Lane
School category	Community		Rawcliffe Bridge
Age range of pupils	4 to 11		Goole, East Riding of Yorkshire
Gender of pupils	Mixed	Telephone number	01405 839249
Number on roll	57	Fax number	01405 839256
Appropriate authority	The governing body	Chair of governors	Mrs Jane Pow
Date of previous inspection	1 March 2002	Headteacher	Mrs Hilary Leach

Age group 4 to 11	Inspection dates 28 February 2006 - 1 March 2006	Inspection number 280178
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a much smaller than average primary school with 57 boys and girls. It serves a small village consisting mainly of local authority housing and is in an area of deprivation. Pupils are taught in three mixed-age classes and year group size range from two to fifteen. The prior attainment of children on entry to the Reception year varies considerably but is generally well below average, speaking and listening skills being particularly poor. The proportion of pupils who have learning difficulties and/or disabilities is high at nearly one third and one pupil has a statement of learning needs at the highest level. Ten per cent of pupils claim free school meals. All pupils are of white British background. The school was placed in the category of needing 'Special Measures' in 2002 but removed from the category in 2004 after making the necessary improvement.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The inspection team supports the school's view that it is satisfactory. It has some good features in personal and social development, and care and guidance for pupils and is improving rapidly. Pupils make good progress overall but achievement is only satisfactory because the school is still tackling a backlog of underachievement. Standards are average at the end of Year 6. Strong leadership and management by the headteacher have successfully led the school forward from a very difficult time and there is a good capacity to improve further. Overall leadership and management are satisfactory. The school is still developing teachers' subject leadership skills and provision in the Foundation Stage, which is satisfactory. The quality of teaching and learning is satisfactory overall. However, strengthening the pace and challenge in lessons and teachers' expectations of pupils, is necessary in order to raise achievement further. The very effective procedures for assessing and tracking pupils' attainment and progress and the action taken as a result are key strengths of the school. Pupils feel safe and valued in school and parents are supportive of what the school is doing for their children. The school gives satisfactory value for money.

not applicable

What the school should do to improve further

Continue to raise standards and achievement by:

- strengthening the pace and challenge in lessons and raising teachers' expectations of pupils further
- developing subject leadership skills
- improving the quality of the Foundation Stage curriculum.

Achievement and standards

Grade: 3

Achievement is satisfactory. Standards are average and have been rising since 2003. Overall standards have risen faster in English than in mathematics and science. Science is the weakest subject and the school has taken effective action to deal with this. No pupils attained the higher Level 5 in English and mathematics at the end of Key Stage 2. Direct comparisons with national data are unreliable because of the very small number of pupils in each year group. In the current Year 6, where there are six boys and one girl, higher-attaining pupils are on track to reach Level 5. Pupils in the current Year 5 are on track to attain higher results than the present Year 6. Pupils at all stages of the school make good progress overall but achievement is only satisfactory because the school is still tackling a legacy of underachievement from the time when the school had many problems. Overall attainment on entry to school in the Reception class is well below average although there is a broad range. There has been a significant improvement in mathematics, particularly for higher-attaining pupils in Years 1 and 2. The overall low communication and language skills on entry lead to slower progress

in reading and writing than in mathematics in the early stages of the school, but the current focus on developing speaking and listening is improving progress in all stages. Pupils with learning difficulties and/or disabilities make progress in line with that of their peers.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy school and understand its importance. This is shown in the satisfactory attendance and the good presentation of work. Pupils are confident in expressing their views and have a good understanding of right and wrong. Relationships with each other and with adults are good. Pupils behave well. Spiritual, moral, social and cultural development is good and cultural development is well supported by activities and visitors that broaden pupils' understanding of multi-cultural Britain and the wider world. Pupils develop the skills needed for future economic well-being and the school is currently developing a business and enterprise project with its local secondary school. The school and class councils give pupils the opportunity to learn about citizenship and to put forward their views about school. The school councillors are very proud of their influential suggestions to make the playground a safe and pleasant place to be and their active role in protecting vulnerable pupils. Pupils have a clear understanding of what bullying means and why it is unacceptable. They understand and try to adopt healthy lifestyles and take part in many community events.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning is satisfactory overall and some aspects are good. The many initiatives in the last few years to raise the quality of teaching and learning are clearly showing results in improved progress and attainment, for example, in the challenge in problem solving and using and applying mathematics. The difficulties presented by the need to have two and sometimes three age groups in a class are managed successfully. The good procedures for assessing learning and tracking pupils' progress and the resulting challenging targets for improvement are producing a satisfactory match of the work set to pupils' needs and the consequent gains in attainment and progress. The school is aware that the next step is to raise teachers' expectations and the level of pace and challenge in learning further, particularly for pupils who are currently attaining at average levels. The careful emphasis on the development of vocabulary is raising attainment, particularly in science. Pupils with learning difficulties and/or disabilities receive good support.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. Sound planning ensures that pupils in different year groups in one class do not repeat work and all benefit from an appropriate curriculum. Theme weeks provide for extended study of a topic such as 'Keeping Myself Safe'. The curriculum for the Foundation Stage is satisfactory but the school is very aware of the need to improve it by providing more active learning related to the children's needs. The recent development of the outside area for learning shows that there is a commitment to this but there is more work to be done. Well-planned support programmes provide well for pupils with learning difficulties. Pupils in Years 5 and 6 clearly enjoy learning French. Across the school, pupils have many opportunities to learn how to lead safe and healthy lives. The curriculum is enriched well by visits and visitors. The extra-curricular provision is good. It provides for a residential visit for pupils in Years 5 and 6, where they are challenged physically and personally by outdoor and adventurous activities.

Care, guidance and support

Grade: 2

The care, guidance and support for pupils are good. Procedures for ensuring pupils' health, safety and well-being are rigorous. Child protection procedures are secure. Pupils know about keeping safe and behave sensibly in the playground. A significant feature of the school's success in improvement is the effectiveness of the assessment and tracking system. This ensures that pupils make good progress and achieve their potential. It is enabling the school to tackle the backlog of underachievement and to identify and support those pupils who have extra learning needs. Pupils value the procedures that allow them to assess their own learning and progress towards their individual targets. They say that they help them to work harder. Parents are told about the targets in consultancy sessions. Teachers' marking of pupils' work is very supportive and makes suggestions for improvement to which pupils are clearly responding. These systems are raising standards.

Leadership and management

Grade: 3

Leadership and management is satisfactory overall. The school benefits from the very strong and determined leadership of the headteacher. She has been a significant force in leading strong improvement in the school since the previous full inspection. The school is not complacent. It knows what needs to change and has a good capacity to improve further. Staffing changes have slowed down the progress that was being made in developing teachers' subject leadership skills. This is an area for development but training is in place and staff are keen to learn. The Foundation Stage is led and managed satisfactorily and the school is currently seeking to improve the stage by visits and training. The provision for pupils with learning difficulties and/or disabilities is managed well by the headteacher. Both parents and pupils are consulted about the school and

their views valued. Pupils' views on safety in the corridors led to building works and the school has made improvements to the building in the last few years. Efforts to include, support and value all are very good. Governors are increasing their understanding of their monitoring and evaluation role. An interesting initiative is their undertaking of a lengthy self-evaluation exercise of their role. All statutory requirements are met.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	3	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?	3	NA
The standards ¹ reached by learners	3	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	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

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2 March 2006

Dear Pupils

Following the inspection visit to your school this week I would like to thank you for being so friendly, helpful and polite. I enjoyed my visit and particularly enjoyed talking to the school council. I was impressed by your good behaviour and by how neat and tidy your books were. The best things about your school are the way in which you are cared for and your personal development. There are some interesting clubs and visits, and I am sure that you older pupils enjoy your residential visit. You are now making good progress towards your targets and these are helping you to do better. Your test results are improving. To make your school even better your teachers are going to make your lessons more exciting so that you make even better progress, learn how to help each other by sharing ideas for how to do this and improve all the activities for the youngest children in the Reception year.

I hope that you all enjoy the rest of your time at Rawcliffe Bridge Primary School.

Yours sincerely

Jane Randall

Lead inspector