



# Rufford Park Primary School

## Inspection Report

**Unique Reference Number** 134317  
**LEA** Leeds  
**Inspection number** 282548  
**Inspection dates** 13 February 2006 to 14 February 2006  
**Reporting inspector** Mr Peter Howard CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Rufford Avenue
<b>School category</b>	Community		Yeadon
<b>Age range of pupils</b>	4 to 11		0, Leeds LS19 7QR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 3862580
<b>Number on roll</b>	201	<b>Fax number</b>	0113 3910908
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D McGlinchey
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Ms Allison Anslow

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 13 February 2006 - 14 February 2006	<b>Inspection number</b> 282548
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Rufford Park is a smaller than average primary school, which was formed upon the amalgamation of an infant and a junior school in 2004. It moved to new, purpose built premises in September 2005. The school serves an area of mixed housing. The proportion of children eligible for free school meals is a little below average and that of children from minority ethnic groups is well below average. The number of children speaking English as a second language is very low. The proportion of children with learning difficulties and/or disabilities is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Although the school judges its effectiveness to be good, inspectors judge it to be satisfactory. The headteacher, with the full support of staff and governors, has managed a challenging amalgamation successfully, creating an ordered and harmonious school. Partnerships with outside agencies have been very effective in this process. Children in the Foundation Stage make a sound start to school. The school has been particularly successful in promoting children's personal development and well-being. A strong commitment to providing high quality care and support for all groups of children results in them feeling safe, secure and well looked after. Children's academic achievement is satisfactory. Children enter and leave school with attainment that is average and in doing so they make satisfactory progress. Teaching is satisfactory, although there are many good features, such as very good relationships in classes. The curriculum offers good support for children's personal and health education and is satisfactory overall. The school has implemented arrangements to track children's progress and this information has been increasingly well used to identify additional support. However, teachers' use of information to match tasks accurately to children's needs and identify personal targets for them is inconsistent throughout the school. The quality of leadership and management is good. The leadership group understands the need to raise standards and has put in place effective policies and procedures to address this issue. Evidence is emerging in the school's own assessments of the positive impact of these measures on pupils' progress and inspectors judge that the school's capacity to improve further is good. The school gives satisfactory value for money.

### What the school should do to improve further

Improve the use of information about pupils' attainment and progress to:

- match work more consistently to pupils needs
- set challenging targets in English and mathematics for individual pupils.

## Achievement and standards

### Grade: 3

Inspectors agree with the school that achievement and standards are satisfactory. Children enter Reception with skills in line with expectations for their age, although there is evidence of a weakness in some aspects of language development. Children in Year 6 reach levels of attainment in English, mathematics and science that are also broadly average. In this context, progress within school is satisfactory. This new school has undertaken only one round of statutory assessment, at the end of its first year of operation in 2005. These tests paint a picture of inconsistent attainment in school. Children at the end of Reception achieved at a level above the national average. At the end of Year 2, children's attainment in reading, writing and mathematics was below the national average and in Year 6 children's attainment in English, mathematics and science was broadly in line with the national average. However, this is largely attributable to the different characteristics of each cohort of children and supporting

evidence indicates that each group made the progress expected of them. The school has identified that the achievement of children in reading, writing and mathematics is not consistent throughout school and is working to improve aspects of teaching to address this. There is evidence that progress made by some children is beginning to improve as a result of action taken so far. Children with learning difficulties and/or disabilities receive effective support and make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Inspectors agree with the school that personal development and well-being are good. As a result of effective management by the leadership team and the strong commitment of all involved, children and staff in this new school have quickly formed a harmonious community. Relationships in school are good. This is evident in the way that staff support each other and children and staff work together. Children enjoy their learning and behaviour in school is good. Children get on well with each other, there are good systems in place for older children to support younger ones and children feel secure in school. Children's social, moral, spiritual and cultural development are good and provide a firm foundation for their understanding of right and wrong, of healthy lifestyles and of living in a diverse community. Children are enthusiastic about the School Council and justifiably proud of its contribution to school life; for example, organising recycling and fund raising activities. The school's commitment to promoting children's physical and emotional health is reflected in its recognition by the highest level of the Leeds Healthy Schools Award. Children make a good contribution to the community and their preparation for further study and the world of work is satisfactory. Parents are very supportive of school and attendance is above average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall, which reflects the school's own evaluation, although there are several good features. Good relationships, for example, ensure all children gain confidence to take a full part in lessons. Consequently, children behave well and most show they are keen to learn through their enthusiasm to ask and answer questions. Teachers' good organisation and planning, with clearly established and consistent routines, form a good foundation for learning. Resources, including interactive whiteboards, are used successfully to capture children's attention and help them to learn. Marking is generally positive and new strategies to encourage children to evaluate their own progress also aid learning. Consistent homework supports children's learning and their personal organisation.

Teaching assistants contribute positively by supporting individuals and groups, particularly those with learning difficulties and/or disabilities. Teachers are making increasingly effective use of the school's recently established strong measures for

tracking children's progress. For example, information is used well to identify additional support for groups of children making weaker progress. However, teachers do not consistently make full use of the information to set personal targets for children or to plan tasks sharply matched to their needs. As a result, some lessons lack sufficient pace to ensure good progress for all.

## **Curriculum and other activities**

### **Grade: 3**

The school's recent improvements have led it to evaluate the curriculum as good, but the inspection finds it satisfactory overall. Provision makes effective use of local and national guidance to meet all statutory requirements. Many aspects of children's learning are supported through well planned activities, visits and visitors. These ensure learning is relevant and fun. Developments in planning and assessment are beginning to show an impact in improved teaching and achievement. For example, analysis and evaluation of children's work are successfully identifying ways in which children's writing can be improved. However, the picture is not yet consistent enough. The school's strong support for children's personal, social and health education ensures they are safe, healthy and happy. Children enjoy the out of school clubs and activities that support their wider learning. However, the range of sporting activities has been limited by the continuing building work since occupying the new school.

## **Care, guidance and support**

### **Grade: 2**

The inspection agrees with the school's evaluation that provision is good. Staff have quickly established a strong, caring and supportive ethos which is apparent in all aspects of the school's work. Good relationships at every level ensure that all children feel safe and they know where to turn if they need help. The school's positive behaviour management strategies encourage good behaviour; incidents of bullying are rare and children are content that they are dealt with firmly and effectively when they occur. New assessment strategies are beginning to be used to help children to have increasing understanding of the quality of their work and what they need to do to improve, although they are not yet consistently applied throughout school. Children with learning difficulties and/or disabilities are accurately identified and aided by clearly focused individual education plans and supportive teaching assistants. Policies to ensure safety and child protection are thorough and the procedures are good.

## **Leadership and management**

### **Grade: 2**

The school has judged leadership and management to be good and inspectors agree. The strong leadership of the headteacher has made a highly effective contribution to the successful amalgamation of two separate schools and the creation of the new school in its new premises. All members of the leadership team, staff and governors have played their part well in this successful endeavour. Their clear vision for the school

is evident in the harmonious community that has been created so quickly. A particular strength is the early impact of the new school on children's personal development and well-being. It is clear that the school will need time to have a similar impact on achievement and standards for all children, which are currently satisfactory. However, the school's focus on raising standards is evident in the positive learning environment that has been created; for example, in the commitment to ICT and the use of teaching assistants in all classes. A noticeable feature of the school is the strong teamwork within leadership at all levels. Leaders have worked well together to implement a range of management procedures and systems, such as effective tracking of progress, development of subject leadership and monitoring of teaching, and these are moving the school forward. Governors are very supportive of the school, they played an effective part in the creation of the new school and now need a more informed and detailed understanding of the school's strengths and weaknesses in order to promote maximum improvement.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

I am writing to you to let you know the findings of the two inspectors who recently visited your school. Thank you for the very friendly welcome you gave us - it was a real pleasure to meet you and be part of the very happy atmosphere in your school.

Our job was to find out how well your school is working for you, your family and the community. You told us how much you enjoy school - and we believe you have good reason to do so. Here are the things we especially liked.

- Your good behaviour and the way in which everyone in your school is so kind and helpful.
- How hard your headteacher and all the staff in school work, how well they look after you and keep you safe and how much they want you to do well in school.
- Your lovely new school building and grounds and the way it has been organised to help you learn. We think the interactive whiteboards in all the classes are a really good idea.

Here is what we have asked your teachers to do to make sure that you all know what to do to get better in your work.

- Set you personal targets in English and mathematics so you know what you have to work towards to improve.
- Make these targets just right for each of you, so you can all make as much progress as possible.

We wish you all the very best for your future at Rufford Park School.