

# Rawcliffe Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117892
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	290958
<b>Inspection dates</b>	26–27 April 2007
<b>Reporting inspector</b>	Doug Lowes

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	120
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Jessop
<b>Headteacher</b>	Mr Keith Thomas
<b>Date of previous school inspection</b>	1 January 2003
<b>School address</b>	Ridding Lane Rawcliffe Goole DN14 8RG
<b>Telephone number</b>	01405 839282
<b>Fax number</b>	01405 839098

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	26–27 April 2007
<b>Inspection number</b>	290958

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://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

The inspection was carried out by one Additional Inspector.

## Description of the school

This small primary school serves a rural community on the edge of Goole. The proportion of pupils who are entitled to a free school meal is much lower than in most schools. There are very few pupils from a minority ethnic background or whose first language is not English. The percentage of pupils who have learning difficulties and/or disabilities is about average but the overall attainment of the intake to the school 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: 2

This is a good school. The headteacher has worked to create a harmonious ethos in which staff work together and pupils have good attitudes to their learning. This vision is shared by the majority of parents who praise the school for what it does for their children.

The provision in the Foundation Stage is good; the children make good progress in Reception from below average starting points and most reach the standards expected of children of their age. Pupils continue to make good progress throughout Key Stages 1 and 2. Standards by the end of Year 6 are usually at least slightly above average except for a dip in 2006. In 2005 they were securely above average. As a result of the dip in results in 2006, the school took vigorous action to improve them and the current Year 6 pupils are now making better progress towards their targets.

Pupils' personal development is good and relationships amongst them and with teachers are constructive. As a result, pupils enjoy school and are positive about it; they behave well and try hard in lessons. Pupils know what it means to be safe and how to live healthy lives. They feel that they belong to a caring school community, which reflects the headteacher's vision.

Teaching is good. Most lessons are well planned and motivate pupils to learn. However, in some classes, the work set for pupils is not matched well enough to their abilities. As a result, the more able pupils, in particular, are not always challenged sufficiently. Good leadership of the teaching of pupils with learning difficulties and/or disabilities and the effective work of the teaching assistants enable these pupils to make good progress.

The curriculum is good. It is planned effectively with a strong focus on the basic skills of literacy. There is a very good enrichment programme, including visitors to school and educational visits, supported by lunchtime and after-school activities, which make a positive contribution to pupils' well-being. Staff and pupils participate enthusiastically together in these activities; for example, the gardening club, dance and recorder classes, and sports activities. Care, support and guidance are good and make a significant contribution to pupils' progress, enjoyment and well-being. Assessment information is used effectively to track pupils' progress and to identify those in need of extra help. Pupils are well prepared for the next stage of education by the end of Year 6.

Leadership and management are good. The school's own evaluation of its work is accurate and shows that it has the capacity to improve further. The headteacher evaluates the quality of the school's work effectively although the subject leaders, who are new in post, are not yet monitoring lessons rigorously enough to show staff clearly how to improve the quality of teaching further.

### What the school should do to improve further

- Ensure that the new subject leaders regularly check on teaching and learning in order to improve further the quality of lessons.
- Ensure that the level of work set for the more able pupils matches their ability.

## Achievement and standards

### Grade: 2

Pupils achieve well from below average starting points and overall standards are at least average, and sometimes above average. Pupils with learning difficulties make good progress because tasks are adapted well to suit their needs.

When the children begin the Foundation Stage some of them lack confidence and readiness for school; they all make good progress in the Reception Year and most of them achieve the standards expected nationally for children of this age. In Key Stage 1, pupils continue to make good progress because mathematics and language skills are taught well. As a result, at the end of Year 2, pupils generally achieve average standards. The results of teachers' assessments vary from year to year between average and above average. In 2006, they were above average.

Pupils continue to make good progress in Key Stage 2 and standards are generally at least average in Year 6. This is reflected in the results of the Year 6 national tests, which were at least slightly above average for a number of years. However, the results fell in 2006 mainly because too few pupils exceeded the expected level for their age.

The school took action to improve teaching to ensure that the fall in results in 2006 was no more than a 'blip' and the current Year 6 pupils, including the more able pupils, are making good progress towards the targets set for them. As a result, the school forecasts that the Year 6 test results will rise once more to at least average. This represents good achievement given their individual starting points.

## Personal development and well-being

### Grade: 2

Personal development is good. The key reason for success in this aspect is the outstanding way that pupils' respond to the school's provision for their health and well-being. Pupils engage fully with the school's values and enjoy all that it offers. Attendance is above average and reflects pupils' views that Rawcliffe Primary School is 'an enjoyable place in which to be'.

Pupils' behaviour is very good and relationships are respectful. Provision for pupils' spiritual, moral, social and cultural development is good. As a result, pupils have a very clear sense of right and wrong, which contributes well to the skills that they will need when they are older. Pupils are keen to offer their views through the school council and undertake positions of responsibility in a mature way. For example, some pupils are 'playtime buddies', helping younger children and assisting the adult supervisors in school. Currently, the school has links with children in Kenya and India, which provide pupils with a good understanding of people in other countries. Pupils show their commitment to healthy lifestyles through choosing healthy eating options at lunchtimes and through the 'fruit for schools' scheme for younger children. The school's involvement in many sporting activities ensures that pupils have a very good understanding of the need to be active.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good. Teachers motivate pupils to learn and have good subject knowledge and, as a result, pupils make good progress in lessons. Teachers are skilled at

explaining learning objectives clearly and reviewing these at the close of the lesson. Generally, pupils are supported according to their needs and they enthusiastically respond to exciting and interesting teaching; for example, in Key Stage 1, children begin the day speaking French, and the younger children, when learning about their world, discuss things that interest them, such as their pets and why veterinary surgeons are important. Good relationships underpin teaching and learning and, as a result, lessons are calm and purposeful. Teachers praise pupils' achievement and generally mark their work effectively, showing them what they are doing well and how they can improve further. In Key Stage 2, teachers tend to intervene too much when pupils are working individually, which slows the pace and restricts opportunities for independent learning. The work set for older pupils and the more able ones is sometimes too easy and lacks challenge and stimulation.

Good visual displays around school create a stimulating environment. Resources are deployed well; for example, interactive whiteboards are skilfully used to support teaching and learning.

## **Curriculum and other activities**

### **Grade: 2**

The school curriculum is good. Information and communication technology and art are both strong features of the curriculum and are used effectively to support learning in other subjects. Provision for pupils with learning difficulties and/or disabilities is well planned to meet their needs. The Foundation Stage curriculum is good and has many strengths.

A very good programme of enrichment is planned for pupils of all ages. Regular educational trips, along with visitors to school, provide very good first-hand experiences and add interest to pupils' learning. For example, Reception children have visited a local castle and older pupils have attended a production of 'A Midsummer Night's Dream'. In addition, there is a vast range of high quality sporting, artistic and musical activities for pupils. The school enjoys positive relationships with local churches and community organisations; for example, pupils take part in the annual Rawcliffe Festival. A link with the Educational Development Centre made a valuable contribution to the school's Africa Day. The school has gained many recognised awards, such as the Healthy Schools Award. This shows a high level of commitment by staff and gives pupils a sense of pride and accomplishment.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Child protection arrangements meet legal requirements and staff ensure that the needs of all pupils, including the most vulnerable, are met. Pastoral care is very good and provides a firm foundation for positive relationships and pupils' enjoyment of school. The recently introduced Social and Emotional Aspects of Learning has had a positive impact on pupils' attitudes, personal development and self-esteem. The school actively encourages a harmonious working environment; for example, through the playground buddy system and the 'friendship bench'. Effective partnerships with support agencies help to ensure that pupils with learning difficulties and/or disabilities make good progress. Good relations with secondary schools mean that pupils get on well when they transfer to their new schools.

The school has good systems to monitor pupils' progress. The information provided is used well to set targets, identify pupils who need extra help, and to place pupils in classes and groups appropriate to their needs.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher provides caring and supportive direction enabling the school to improve. To secure the school's core objectives, a new senior management team has been formed, which includes teaching and non-teaching staff. Good self-evaluation procedures have enabled the headteacher to guide the next steps in the school's improvement. As a result, good progress has been made since the last inspection. Caring and positive leadership supports the work of staff and they are encouraged, through professional development, to improve their skills further. The coordination of the teaching of children with learning difficulties and/or disabilities and of the Foundation Stage is good. As a result, the youngest children and those pupils with learning difficulties and/or disabilities make good progress.

Subject leaders demonstrate good levels of expertise and knowledge and they work closely with teachers to improve pupils' learning. However, these leaders are relatively new in post and are only beginning to monitor the quality of teaching to show how standards can be raised further.

Governance is good. The governors are fully involved in the life of the school and are active in its direction. They are well informed about school priorities and contribute well to school improvement, providing support and challenge to the school leadership.

**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](http://www.ofsted.gov.uk).**



## Annex A

## 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>
--	-----------------------

### 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>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

23 April 2007

Dear Pupils

Inspection of Rawcliffe Primary School, Goole, DN14 8RG

Thank you for the very warm welcome you gave me when I visited your school this week. I enjoyed listening to you singing in assembly and seeing you take part in lots of exciting activities. In particular, I enjoyed being in your lessons, seeing how hard you work, talking to you and finding out about all the interesting things that you do.

I have judged your school to be a good one and the way you work in lessons has helped me to make that decision. I could see that you like your teachers and really enjoy coming to school.

I think that these are good things about your school.

- You help to make your school a happy and friendly place where everyone is welcome.
- Your behaviour is very good and you enjoy your work.
- Your headteacher and staff help you to make good progress in your learning.
- Your headteacher, teachers and helpers really care about you and want you to do well.
- The school is bright with lots of your good work on display for everyone to see.
- Teachers plan work that interests you.
- There are lots of activities planned for you to.

Your headteacher and all the adults want you to do well so I have asked them to make sure that:

- the teachers set work for you that really makes you think hard and always challenges you;
- teachers look closely at how you are taught and learn so that they know how best you can improve your learning.

The inspection team pass on our very best wishes to each of you.

Best wishes

Doug Lowes

Lead inspector