

Raynville Primary School

Inspection report

Unique Reference Number	107965
Local Authority	Leeds
Inspection number	301354
Inspection dates	5–6 March 2008
Reporting inspector	Kathryn Dodd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	463
Appropriate authority	The governing body
Chair	Cllr Alison Lowe
Headteacher	Ms S Edwards
Date of previous school inspection	17 March 2003
School address	Cross Aston Grove Leeds West Yorkshire LS13 2TQ
Telephone number	0113 2579590
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Almost all of the pupils at this much larger than average sized school belong to White British family backgrounds. It serves an area of significant social and economic disadvantage. The proportion of pupils entitled to a free school meal is well above average. There is a well above average proportion of pupils with learning difficulties and/or disabilities. The school has been accredited with a wide range of awards including: The Basic Skills Quality Mark, Advanced Healthy Schools, Activemark, Investors in People, Investors in Pupils, Inclusion Charter Mark and the Stephen Lawrence Racial Harmony Award.

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 that offers outstanding pastoral care and support for pupils and their families. It has an accurate view of its effectiveness and provides good value for money. The outstanding partnerships fostered beyond school make a significant contribution to the high quality of education on offer. A very strong sense of belonging to, and contributing to, the school and local community is at the very heart of the school, along with a determination to raise pupils' aspirations for a brighter future. As a result, pupils achieve well and make good gains in their personal development. They are happy, feel safe, and are very aware of how to keep healthy. Pupils' good personal development helps them to grow in confidence and mature into responsible young adults, well prepared for secondary education. Parents and carers think very highly of the school. 'One hundred percent support is offered to help both me and my children,' typifies their appreciation of the school's work.

As a result of good quality teaching and learning and a good curriculum most pupils make good progress from their well below average starting points. This is especially so for pupils between Years 3 and 6, those with learning difficulties and/or disabilities, and those with social and emotional needs. Standards reported in 2007 at the end of Year 6 were below average but in the last few years standards have been rising steadily. More rigorous tracking of pupils' progress, higher expectations, well tailored support programmes and an increasing range of stimulating, practical and enriching learning experiences are all contributing to this improving picture. However, these positive aspects are not always offered consistently across classes, particularly in Years 1 and 2. As a result, learning in these years does not push forward at the same good rate.

The headteacher has a very clear vision of where the school is heading and a determination to make certain that it gets there. She has earned the full support of staff, leaders, managers and governors, who work closely together. They successfully enlist the help of parents, carers and the local community in order reach their goals. Standards are rising and the school remains clearly focused on continuing this improving trend. The steps needed to do so are carefully chosen and well planned. As part of this, a clear structure for leadership and management to take the school forward has been established. Middle leaders have taken on their roles with enthusiasm, including the many opportunities they have for further training. However, they have yet to develop their skills fully, particularly in relation to checking the school's performance, contributing to self-evaluation, improving provision and raising standards. Nevertheless, good improvement since the previous inspection gives the school a good platform upon which to build even further in the future.

Effectiveness of the Foundation Stage

Grade: 2

When children start Nursery, their skills are well below those typical for their age. Their communication, language and literacy skills are often particularly weak. A very warm and caring setting, consistently good teaching and a well adapted curriculum that boosts learning where it is needed most, all contribute to children's good progress. When they transfer to Year 1, children's skills are below those expected nationally. An increased emphasis on improving children's communication and language skills is starting to pay dividends. Offering reading workshops, where staff encourage parents and children to enjoy books together, typifies the commitment to encouraging parents to help their children at home. Children's personal, social

and emotional skills develop at a rapid pace. This is because adults make the most of every opportunity to ensure that children learn to get along well together, grow in confidence and become independent learners. Practical, lively and exciting activities take good account of their varying needs. As a result, children know that learning can be fun, and they become thirsty for more. Following a period of staffing instability, the Foundation Stage leader has successfully developed her new team, and children's progress has recently accelerated. Staff watch over children's progress carefully and work together closely to push learning forward even further. They know that their next step is to make even greater use of the outdoor classroom.

What the school should do to improve further

- Bring about greater consistency in the quality of teaching, learning and the curriculum in order to speed up pupils' progress, particularly in Years 1 and 2.
- Develop the skills of middle leaders, so that they play a greater role in finding out how well the school is doing, influencing the way forward and raising standards.

Achievement and standards

Grade: 2

Pupils reach below average standards by Year 6; however, from a low starting point this represents good achievement. In recent years, standards have been rising steadily. In 2007, the proportion of Year 6 pupils exceeding nationally expected levels in English, mathematics and science was higher than at the previous inspection. School data and inspection evidence indicate that pupils currently in Year 6 are on track to reach the challenging targets that have been set, so that this improving trend can continue. Standards by the end of Year 2 have declined in recent years and, in 2007, they were well below average. The pupils assessed, however, had not benefited from the recently strengthened provision in the Foundation Stage. Also, teachers' assessments in Year 2 have sometimes been too cautious in the past. Current school data and inspection evidence indicate that pupils in Years 1 and 2 make satisfactory progress. There are encouraging signs that the declining trend in standards is starting to reverse. Pupils with learning difficulties and/or disabilities make good progress. Those with social and emotional needs and with more complex special needs achieve particularly well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils say they enjoy school. Their behaviour, particularly in lessons, is good. They are clear about school rules and consequences, and say that they appreciate rewards, such as 'blobs', for even small achievements. At playtimes, a few pupils need reminders about behaviour. Nevertheless, most show respect and sensitivity towards one another and learn together happily. Pupils develop a good understanding of the multi-ethnic nature of Britain. They feel safe and free from bullying. Attendance is satisfactory and the school continues to work hard with parents when problems arise. Pupils' understanding of healthy lifestyles shows in their eagerness to take part in many energetic physical activities, such as 'wake up and shake up'. They know that this gets their 'brains ready for learning'. Pupils make a particularly strong contribution to their school and local communities. They love taking responsibilities, raising funds, improving the school and local environment, discussing local issues and getting involved in local events. Year 5 pupils are never short of news for the

'Raynville Reporter'. Good progress in literacy, numeracy, information and communication technology, and social skills prepares pupils well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are of good quality, particularly in Years 3 to 6. Positive relationships, successful behaviour management and careful deployment of classroom assistants make a strong contribution to raising standards and to pupils' good achievement. Teachers have responded with enthusiasm to initiatives aimed at improving their work. The closer eye now being kept on the progress of pupils in Years 3 to 6, for example, is helping to make sure that work is well matched to their differing learning needs. Teachers are becoming increasingly adept at using the computerised whiteboards, so that pupils enjoy their lessons and maintain their interest. Pupils respond particularly well to the many lively, stimulating and practical activities. They rise to the high expectations of them to achieve even more. In Years 1 and 2, although examples of good and outstanding lessons were seen during the inspection, pupils' progress over time is satisfactory because these best teaching practices are not used consistently well across all the classes.

Curriculum and other activities

Grade: 2

The practical and exceptionally enriched curriculum enables pupils to make good progress. Pupils enjoy a wonderful range of trips, visitors and clubs. A particularly strong focus on pupils' personal development ensures that they benefit as fully as possible from their education. Pupils with social and emotional difficulties achieve well because of the good attention to their needs. In Years 3 to 6, a good range of programmes helps pupils whenever their learning requires an extra boost. There are plans to extend this into Years 1 and 2. Provision for tailoring activities to the needs of the more able pupils outside normal lessons is developing well. Standards in mathematics and science are improving because of good opportunities for investigating and solving problems. Similarly, in English, learning is speeding up, particularly in Years 5 and 6, as a result of increased opportunities for writing across other subjects. Increasing consideration to the learning needs of pupils joining Year 1 is resulting in a more gradual transition to formal learning. In Years 1 and 2, the frequent use of worksheets does not always allow pupils to show what they are capable of.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Staff know pupils and their families very well, and pupils are confident that someone will always help them to overcome difficulties and make them feel safe. Appropriate procedures for safeguarding pupils are in place. The commitment to meeting the needs of pupils with complex learning difficulties and/or disabilities or those requiring particular social and emotional support is outstanding. Extensive links with nearby schools and external organisations, very effective support from the inclusion manager and her team, coupled with close involvement of parents and carers, result in excellent provision for these pupils. Keeping a close eye on pupils' progress between Years 3 and 6 ensures that staff are very quick to spot problems and deal with them. Higher expectations of achievements, setting more

challenging targets, increasing pupils' involvement in knowing how to improve, including through marking, especially in Years 3 to 6, are all contributing to raising standards. In Years 1 and 2, however, these approaches are not as rigorous, and opportunities for speeding up pupils' progress are sometimes missed.

Leadership and management

Grade: 2

Leadership and management, including governance are good. Making sure that pupils achieve well in a caring, safe and extremely enriched setting is the hallmark of this school. The leadership of the headteacher is very good. She works tirelessly towards reaching both short- and long-term goals, accurately pinpointing where pupils could achieve even more than they do. She seizes every opportunity to forge partnerships with others in the drive to improve the quality of pupils' education. The deputy headteacher makes a major contribution by ensuring that the curriculum is wonderfully enriched. This is reflected in the extensive range of awards with which the school has been accredited. Senior leadership team members play a strong role in taking the school forward, particularly meeting the needs of pupils with learning difficulties and/or disabilities and those with social and emotional needs. Middle leaders carry out their roles with enthusiasm. They are still developing their skills, however, particularly in checking the school's performance and contributing to self-evaluation. Nevertheless, standards by Year 6 are continuing to rise and the issues from the previous inspection have been dealt with successfully. This demonstrates good capacity to improve in the future.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you so much for the very warm welcome you gave the inspection team when we visited your school. You were very keen to talk to us and answered our questions thoughtfully. Your behaviour was good, and you were well mannered and polite. It was pleasing to hear that you feel safe and happy in school. This is because all the adults care about you a great deal. It is easy to see why you told me you enjoy school and why your parents say that they are pleased with it, too. Everyone is proud of your achievements. I particularly enjoyed watching the Year 4 pupils' class assembly and seeing how carefully you all listened to them.

It was good to see so many of you taking part in the 'wake up and shake up' sessions before school. You know a lot about keeping your bodies healthy and how this helps you to learn better. You get more chances to go on trips, to have visitors and to join clubs, particularly in sport, than pupils in many schools. This makes your learning fun and exciting. I was particularly impressed with how well you are involved in helping to make your school and your local area happier, safer and healthier places to be. It is little wonder that you become more and more confident as you move through the school and are ready for going to secondary school.

Your school is a good school. The standards that you reach are a little lower than usually found by the end of Year 6 but the rate at which you are learning is better than in many schools. Your headteacher, staff and governors are working very hard together and have a clear idea of how to make your school even better. I have asked them to help you further by:

- making sure that you learn even faster in Years 1 and 2
- making sure that all the adults who are responsible for checking how well the school is doing become more skilful at finding out exactly where and how things might get even better for you.

You can help by asking your teachers how well you are getting on and what you still have to do to reach your learning targets. You should, of course, continue to try your best in everything you do.

Wishing you all lots of success in the future