

# Rawson Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107477
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	324575
<b>Inspection dates</b>	13–14 November 2008
<b>Reporting inspector</b>	Kate Pringle

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	386
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stuart Holmes
<b>Headteacher</b>	Mrs Helen Callaghan
<b>Date of previous school inspection</b>	7 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rawson Street North Boothtown Road Halifax West Yorkshire HX3 6PU
<b>Telephone number</b>	01422 351291
<b>Fax number</b>	01422 351291

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Rawson Junior and Infant School is a large primary school situated in a broadly average socio-economic area with some pockets of social disadvantage. The proportion of pupils with learning difficulties and/or disabilities is below average. About a quarter of pupils is eligible for a free school meal, which is above average. Most pupils are White British. The proportion of those learning English as an additional language is well below average and few of these are at an early stage of learning English. The school holds the School Achievement Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Rawson Junior and Infant School provides a satisfactory education for its pupils. Some aspects of its work are good. Pupils achieve well overall and their personal development is good, as a result of good teaching and a well developed curriculum.

Pupils enjoy coming to school and they appreciate the many opportunities on offer both within and outside the curriculum. Pupils' spiritual, moral, social and cultural development is good. Pupils act responsibly and are welcoming and courteous. They understand that their good behaviour has a positive impact upon their relationships and their learning. Pupils are eager to take on responsibilities, for example, as school councillors and playground friends, and so contribute well to their school community. Their grasp of basic skills and developing social skills, as they work together, prepare them well for their future learning. The school shows good understanding of pupils' pastoral needs and this is reflected in the views of parents, who speak very highly of the school and are very supportive of the headteacher and staff. Parents typically make such comments as, 'At all times teachers have been helpful, understanding and their dedication has been outstanding'.

Achievement is good overall. From lower than expected starting points, standards are broadly average by the end of Year 2 and Year 6. Inspection evidence and the provisional 2008 national test results indicate improvements in standards in Year 6, with increasing numbers reaching high standards, especially in mathematics and science. However, standards in mathematics at the end of Year 2, especially for boys, are lower than they should be. Building on their good start in Nursery and Reception, pupils achieve well because of good quality teaching and a well developed curriculum. Most teaching is good or better. Lessons are well planned and pupils make good progress overall because they are interested, attentive and try hard. However, in some lessons work is not sufficiently well matched to pupils' needs and abilities to ensure appropriate challenge. This is because teachers' planning in these lessons does not identify, in detail, differences in expectation for the more and the less able pupils, including those with learning difficulties and/or disabilities. Increasing opportunities enable pupils to engage in discussion and problem solving. As a result, they are encouraged to develop independent skills and become confident learners.

Overall, leadership and management are satisfactory with some developing strengths. The headteacher has the support of a long-standing governing body and they have plans to move the school forward. The extension of the roles of senior management, including subject leaders and the deputy headteacher, has increased their opportunities to be responsible for the improvement of teaching and learning. However, the information from the systems for tracking and analysing pupils' progress is not yet used well enough to provide evidence of the progress of individuals or different groups of pupils. As a result, teachers do not always plan effectively to meet pupils' different learning needs. At the time of the inspection the school did not fully meet government requirements for safeguarding pupils. By the end of inspection, actions were being taken to remedy this. Improvement since the last inspection has been uneven although, overall, issues have been addressed satisfactorily. In view of this and the leadership's satisfactory self-evaluation, the school has satisfactory capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision in the Early Years Foundation Stage (EYFS) is good. Children quickly familiarise themselves with daily routines. They relate positively to the adults who provide well for their educational and pastoral needs. The personal development and well-being of the children are good. They behave well and make friends easily. As a result, parents praise how well their children settle. Children access carefully planned programmes of learning. Interesting activities capture children's imagination and curiosity and they achieve well from starting points which are below expected levels, particularly in personal, social and emotional development and in communication, language and literacy. The stimulating curriculum provides a good platform through which their language and literacy and social development are rightly recognised as priorities for development. There are good opportunities for children to talk with a range of visitors to extend their knowledge of the wider world. They have access to a good-sized outside space. However, opportunities to link learning from indoors to outside are presently limited as are the opportunities for children to make visits to other places in order to extend their knowledge outside home and the school. Leadership and management of the EYFS are satisfactory. Work has begun to develop the new EYFS initiatives and teachers plan to the requirements. However, assessment is not detailed enough and a clear record of children's skills on entry to the EYFS is not established. By the time children leave Reception, most are working securely within the levels expected for their age.

### What the school should do to improve further

- Ensure that the school complies fully with current Government requirements for safeguarding.
- Develop and implement a consistent assessment system to monitor children's progress through the EYFS.
- Raise standards in mathematics in Key Stage 1, especially for boys.
- Analyse and use assessment information better to plan for pupils' differing learning needs, including those with learning difficulties and/or disabilities, so that all groups of pupils achieve as they should.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 2

Achievement is good overall. Pupils make good progress from the below average starting points to reach average standards by the end of Year 6. The provisional national test results for 2008 and other inspection evidence show standards continue to be broadly average by the end of Year 6. The school has successfully addressed a dip in standards in 2007 and, as a result, the 2008 performance targets for Year 6 have been exceeded with significant improvement in all areas. This is particularly so in the performance of the more able pupils at the higher Level 5 in mathematics and science. Standards by the end of Year 2 are broadly average overall. The 2008 results, however, show a decline in performance, especially in mathematics which is now below average. Pupils with learning difficulties and/or disabilities achieve satisfactorily.

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

### **Grade: 2**

Pupils are very proud of their school and are articulate in their views. They say they feel safe, know well how to keep safe and healthy in school and that behaviour is good. As a result, pupils are confident that there is no bullying. They are caring of others and regard the extra support some pupils receive as being fair and just. Equally, pupils are clear in their condemnation of racism which is not a feature of the school. Pupils engage well in lessons, which they find interesting, and speak very well of their teachers who 'make learning fun'. Attendance remains satisfactory overall despite the school's efforts to improve it. Pupils contribute well to their community. Many take up the opportunity to engage in a wide variety of activities outside the school day which increase their confidence and self-esteem. This confidence is reflected in the pride pupils demonstrate as they undertake duties on the school council, as playground leaders and through class responsibilities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Overall, the quality of teaching and learning is good throughout the school. Strengths of the better teaching are seen in the good pace in lessons and clear learning objectives. Most lessons are well planned and take account of pupils' prior attainment. In the small proportion of weaker lessons, planning lacks detail and the learning needs of both higher and lower ability pupils are not identified consistently enough. This results in a lack of challenge for these groups of pupils, particularly those with learning difficulties and/or disabilities. Good relationships exist between teachers and pupils. A real strength is to be found in the consistent use of strategies across the school to ensure good behaviour, which in turn results in good learning. In most lessons, teachers give clear direction and question effectively. Information and communication technology (ICT) is used very well to motivate pupils to learn and engages them effectively through different media. Recent developments to extend the range of teaching strategies bring a more practical approach, resulting in more pupils being involved in their learning. However, teachers' marking does not fully ensure that pupils know the next steps in their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good curriculum. There is a strong emphasis on speaking and listening and this is beginning to impact further upon the quality of reading and writing across the curriculum. Attractive displays of pupils' work illustrate their knowledge and understanding through a range of exciting artistic media. Subjects are beginning to be linked in lessons and during theme days. The school encourages pupils to develop their ICT skills during separate lessons, although opportunities are missed to link these developing skills to pupils' learning in other subjects. French is now firmly established in Years 3 to 6 and pupils learn about a number of different cultures and religions, including those of the immediate locality. The range of visits and visitors to the school supports this aspect of learning. For example, during the inspection, a musical performance helped pupils to enjoy and understand their own possible future development. Fewer opportunities exist for pupils to add a global dimension to their cultural understanding. The good opportunities provided through a range of enrichment activities add considerably to the development of pupils' skills.

## Care, guidance and support

### Grade: 3

Effective pastoral care for all pupils, including those who are vulnerable, permeates the school. Staff have a good understanding of their pupils and of the problems they face. As a result, staff are active in the support that they give to ensure that vulnerable pupils are carefully monitored through pastoral registers and effective, focused support is carefully allocated. The school has good systems to identify pupils with learning difficulties and/or disabilities and provides appropriate support through individually allocated intervention programmes and links with external agencies. However, presently there is no overview of the impact of such programmes and the school recognises the need for this to be done to further support and challenge different groups of pupils. At the time of inspection not all safeguarding requirements were met, although actions are being taken to remedy this. Tracking of progress for all pupils is completed regularly. However, data from this are not analysed effectively enough and therefore challenge for pupils is not always good enough to move their learning on at a fast enough rate.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The personal development and well-being of pupils have been developed as a real strength of the school. This is well supported by the views of parents when they typically say about the school that there is a 'great morale' reflected in the positive atmosphere'. However, at the time of the inspection not all government requirements for safeguarding pupils were in place but action was taken when inspectors raised this. There are clear indications that senior leaders have successfully concentrated upon returning standards in 2008 to their previous levels, resulting in significant gains at the higher levels in mathematics and science. Senior leaders now have responsibility for specific areas of development and are beginning to contribute to school improvement more effectively with more opportunities for their professional development. The regular monitoring of teaching and learning by senior leaders ensures that the quality of teaching remains at a good level. However, the analysis of assessment data to support pupils in making their next learning steps is less well established. Similarly, the tracking of pupils' progress from entry to the EYFS to the end of Year 6 is underdeveloped. As a result, some groups of pupils are not challenged enough. Governors represent a cross-section of the community and are committed to the school and to supporting the headteacher and staff. However, they do not take a sufficiently active role in evaluating the strengths of the school and its areas for development. Overall, the school makes a satisfactory contribution to developing community cohesion.

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## 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?	3
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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	3

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which 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	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 learners' needs?</b>	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?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	No
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**

Inspection of Rawson Junior and Infant School, Halifax, HX3 6PU

Thank you so much from all of the inspection team for the very kind and warm welcome you gave us when we came to inspect your school. We really did enjoy listening to you about what you thought of your school, your work and the people who teach you. We were very impressed by the excellent displays on the walls which help to make your school a bright and cheerful place to work. We thought that you had a very good attitude to learning and that you worked hard, enjoying finding out new things.

We found that Rawson Junior and Infant school provides you with a satisfactory education and that some good things are happening in your school.

You are very enthusiastic and rightly proud of your school and of your good achievements. Your headteacher and teachers work hard to ensure that you get help and support when you need it. You benefit from good teaching and a good curriculum. You play and work well together and also behave well. The children in Nursery and Reception are well provided for.

Part of our job is to tell the school what it needs to do to help you to learn even better than you do already. This is what we have asked your school to do.

- We need the school to make sure that it meets all of the guidance from the government on how to keep you safe.
- We have asked teachers in Nursery and Reception to make sure they know exactly how well children improve from the time they start school.
- We would like to see everyone in Key Stage 1 do better in their mathematics, especially the boys.
- We have asked teachers to use the information about your work to plan your lessons even better so that you all achieve as well as you can.