

Rufford Park Primary School

Inspection report

Unique Reference Number	134317
Local Authority	Leeds
Inspection number	328886
Inspection dates	18–19 May 2009
Reporting inspector	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.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	211
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
Appropriate authority	The governing body
Chair	Mrs Jennifer Rivas
Headteacher	Mrs Alison Anslow
Date of previous school inspection	13 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Rufford Avenue Yeadon Leeds LS19 7QR
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Age group	5–11
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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. It was formed from an amalgamation of an infant and a junior school in 2004 and 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 below average. Proportions are low of pupils from minority ethnic groups and for whom English is an additional language. The proportion of pupils with learning difficulties and/or disabilities fluctuates but is broadly in line with national averages. The school has received the following awards: National Healthy School Award, Advanced Healthy Schools Award, Activemark, Silver Artsmark and Investors in Pupils. There is a playgroup on site which is run by a private provider and did not form part of this inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school. It is a caring school in which relationships are very good. The headteacher and her staff know the pupils well and this cultivates a positive atmosphere within which everyone works together. Parents are supportive of the school and speak well of relationships with teachers. One comment, typical of many, is, 'We have been pleased with all aspects of the school; we have been fully informed and our views sought on many different issues facing the school as they seek to continually improve.'

Overall standards are broadly average and improving and pupils' achievement is satisfactory. Pupils with learning difficulties and/or disabilities receive appropriate support. They achieve well and attain levels in line with school targets. The needs of vulnerable pupils are met well. As a result, they feel secure and make good progress. The few pupils who are at an early stage of learning English receive good support, which improves their understanding of what they need to learn.

The quality of teaching is satisfactory overall. There is some good teaching which successfully promotes pupils' progress. However, not all teachers provide enough challenge for higher attainers, especially in writing and mathematics. This means that the progress of more able pupils is not as rapid as it could be in these subjects, and the proportion of pupils reaching above average standards is too low.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils relate well to each other and to adults. They are well behaved and understand how to manage their emotions successfully. Pupils have an excellent understanding of how to stay healthy and safe. They make a positive contribution to the community as they seek to improve their school and the locality in which they live. Most pupils enjoy school and are enthusiastic about their learning, responding well to teachers. The school recognises that, although the curriculum is satisfactory, there is scope for further development to make it more relevant and matched to pupils' interests. The wide variety of activities outside lessons is greatly appreciated and activities are well attended by pupils. Visits out of school, visitors and the effective partnerships with external organisations extend learning and contribute well to pupils' enjoyment of school. Pupils are adequately prepared for their next stage of education.

Leadership and management are satisfactory. After a period of staffing instability, the recently developed senior leadership team is now well placed to bring about improvement. The school has addressed the areas for improvement since the last inspection. Implemented strategies for development are beginning to demonstrate some impact as seen in the improving standards and the acceleration of pupils' progress. Leaders' carry out a good deal of monitoring but the evaluation of the information gained is not yet used well enough to check the effectiveness of the actions taken to drive improvement. Governors are well informed and they are using their individual expertise to better challenge the school towards continual improvement. Overall, the school provides satisfactory value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Overall provision is satisfactory. Good induction procedures welcome children from a wide range of settings. Staff establish good partnerships with parents and this helps children, especially those with learning difficulties and/or disabilities, to settle in quickly. Procedures to ensure

the welfare of children meet requirements. Children feel safe and secure. They make friends and play harmoniously together. A strength of the Early Years Foundation Stage is the emphasis upon children's personal and social development which means that progress in this area is particularly successful with clear evidence of good achievement. Overall, however, children's progress is satisfactory. Most children start Reception with skills and knowledge typical for their age as is the case when they enter Year 1. New tracking procedures, together with well-presented individual profiles, chart children's progress effectively. However, this information is not used effectively enough to promote progress in all areas of the curriculum, particularly in aspects of number and language which have been identified by the staff as areas of weakness. Opportunities for children to engage in their particular interests and to take responsibility for their learning both indoors and outdoors are increasing.

What the school should do to improve further

- Increase the proportion of pupils reaching above average standards in writing and mathematics for all age groups.
- Ensure all teaching is consistently good or better, particularly in relation to the level of challenge provided for the most able pupils.
- Sharpen the analysis of the information gained from monitoring to check that the actions taken to drive improvement are effective enough.

A small proportion of the 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: 3

Pupils' achievement is satisfactory. In the 2008 national tests for pupils in Year 6, standards were broadly average in all subjects with pupils making satisfactory progress at Key Stage 2. However, standards at Year 2 show an overall decline over recent years largely due to underperformance of the most able in writing and mathematics. Current school data indicates broadly average standards have been maintained in both Year 6 and Year 2. However, fewer pupils than in 2008 are expected to reach the higher levels in writing and mathematics. Pupils with learning difficulties and/or disabilities respond very well to interventions and as a result, their progress is good. The few pupils who are at an early stage in speaking English achieve well due to the well focused support they receive.

Personal development and well-being

Grade: 2

In this caring school, pupils benefit from the high priority given to personal and social development. Pupils are polite, friendly and well mannered. Behaviour is largely good, although in a small number of instances, where tasks are not well matched to pupils' needs, interest levels fall and this can lead to low-level disruption. Pupils say they enjoy school. They demonstrate good relationships with their peers, and with adults, and this contributes significantly towards their attitudes to work. Attendance is no better than satisfactory largely due to holidays taken during term time. Pupils have an excellent understanding of rules and routines and feel very safe in school. They say quite emphatically that bullying is not an issue. They are able to talk extremely knowledgeably about the importance of living a healthy lifestyle. They understand the social dangers of drug abuse and take full advantage of the good range

of sporting activities on offer. Pupils respond well to opportunities to express their views as they communicate their opinions through the effective school council. Pupils are increasing their levels of responsibility. Older pupils act as play leaders, and 'buddies' help younger pupils to play successfully together at playtimes. The school promotes opportunities for pupils to engage responsibly within the local community well. Work to develop links for pupils to develop better understanding of the multicultural society in which they live is at an early stage. Pupils are satisfactorily prepared for their future learning.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Teachers have positive relationships with pupils who enjoy participating in learning activities and discussions. Pupils work hard and want to succeed. They engage particularly well in lessons where the learning is practical and they take part in active discussions. In good lessons, teachers use assessment information effectively. They challenge pupils to perform at increasingly higher levels and pupils are encouraged to take ownership of their learning. As a result, pupils understand how to improve and do so at a faster rate. Where teaching is less effective, learning is more teacher-directed and opportunities for pupils to take responsibility for their learning are fewer. Some pupils get restless because they are not fully engaged and as a result, their progress is slower. Teaching assistants make a positive contribution to the good progress made by lower ability pupils and those with learning difficulties and/or disabilities. However, challenge for more able pupils within classrooms is inconsistent, especially for writing and mathematics, resulting in fewer pupils achieving well.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory, but lacks excitement. School leaders have recognised this and started to address the issue. Some links are made between subjects to make learning relevant to pupils; however, this is not fully developed. Pupils relish such opportunities when they are planned. For example, when engaged in a recent topic on science, they enjoyed developing links to music. Recent strategies to develop opportunities for writing across different subjects and to provide investigations in mathematics and science are beginning to have a positive impact upon pupils' achievement. However, such opportunities are inconsistent at present and not all teachers plan activities for pupils to access such relevant and active learning provision.

The up-to-date information and communication technology (ICT) resources provide teachers with the tools to develop and extend pupils' skills. The programme to promote pupils' personal, social, health and citizenship education (PSHCE) demonstrates very positive effects; pupils' understanding of relationships, health issues and their role as effective young citizens is reflected in their good relationships and attitudes to the school and wider environmental issues. A good range of visits and visitors, and the Year 6 residential visit help to enliven learning and make the learning of new skills more relevant. For example, an evacuee successfully led a very effective discussion with Year 6 about his experiences during the Second World War. Pupils are keen to attend the good range of additional sporting and exercise activities which promote their physical

development well. Other opportunities, for example, to develop skills of gardening and art, are also well attended.

Care, guidance and support

Grade: 2

This is a caring school where every child does matter. Safeguarding procedures are in place and health and safety requirements are met. The safe and supportive environment encourages all pupils to access all aspects of learning. This is especially noticeable for new pupils from other schools and other countries who quickly settle and gain in confidence. Good links are maintained with parents and outside agencies. The school works successfully to support vulnerable pupils and those with learning difficulties and/or disabilities. Early identification of need is supported by focused interventions which are appropriate and effective. As a result, these pupils do very well academically and pastorally. The work of the learning mentor contributes greatly to the guidance and support of all pupils, but especially for those who are experiencing troubled times. Pupils who have particular gifts and talents are identified and opportunities provided to improve their skills in their particular area of expertise. The assessment and tracking of pupils' learning is rigorous. However, it is relatively new and not all teachers use the information effectively when planning activities, particularly to challenge pupils of higher academic ability.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and her team have a clear vision for the school expressed in good quality improvement planning. The shared responsibility and accountability of senior leaders is now contributing to the raising of standards as the question of improved achievement is tackled. Key leaders are increasingly developing more effective monitoring and evaluation of the school's performance. For example, the monitoring of teaching and learning is well established. However, focus is not always sharp enough when comparing areas of strength and weakness to correctly judge the level of current performance in all areas. As a result of an effective tracking system, leaders quickly identify lower achieving pupils who are not making enough progress. This enables the school to intervene with good and effective support. However, data are not yet used effectively enough to set more challenging targets and raise standards further.

The school's promotion of community cohesion is satisfactory. Leaders build strong links with the local community but have not yet evaluated the quality of that provision. The addressing of wider national and global cultural issues is in the process of development. The school's work to promote inclusion is very good as shown by the good progress made by pupils' with learning difficulties and/or disabilities. The school is now working to ensure equality of opportunity for all and raise the achievement of the more able pupils. Governors are very supportive of the school. They are becoming increasingly involved in monitoring the school's overall performance and are better informed as to what needs to be done to ensure further improvement. Issues since the last inspection have been effectively addressed and together with improving standards there is now a good capacity for further improvement.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
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	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
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?	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 warm welcome you gave to the inspection team when we came to inspect your school. We really enjoyed listening to what you thought of your school, your work and your lessons. We know that you enjoy learning new things and that you thought the best lessons were those in which you had the opportunity to be active and investigate things.

Staff take good care of you and you feel very safe in school. You are considerate of each other and you have good relationships with adults and with each other. Many of you help to run your school, for example, by being buddies or by serving on the school council. Well done! You also told us how much you enjoy the after-school clubs, especially the sports and art, and the opportunities to help grow vegetables in the school garden. We also know that you appreciate the visitors, and visits out of school, which help to bring your curriculum alive.

Your school is providing you with a satisfactory education. Most of you reach the standards expected for your age. You make satisfactory progress in your learning but some of you could do even better if you had harder work. You can help by always doing your best.

Part of my job is to tell the school what it needs to do to help you do well. This is what I have asked your school to do.

- Help more of you to reach higher standards in writing and mathematics.
- Make sure teaching is always at least good and lessons are exciting and enjoyable, and that the work you are given really makes you think hard!
- For everyone who leads the school to make sure that they make better use of all of the information available to help make your school better.

Thank you again for your welcome. I wish you every success for the future.