

# Rawdon St Peter's Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	107986
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336995
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	Ronald Cohen

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Drye
<b>Headteacher</b>	Mrs Caroline Sibson
<b>Date of previous school inspection</b>	6 February 2007
<b>School address</b>	Town Street Rawdon Leeds LS19 6PP
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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff, groups of pupils and spoke to some parents by telephone. They observed the school's work and looked at policies and documentation relating to self-evaluation and development planning, monitoring, safeguarding, governors' minutes and data on pupils' attainment and progress. Inspectors received and analysed 53 parental questionnaires. They also studied questionnaires from pupils and staff.

- the ways in which the school promotes the achievement of those groups of pupils who are potentially higher attainers
- the extent to which the school's provision is raising standards for all pupils, particularly, but not exclusively, in writing
- the strengths of the school's provision that lead to such positive outcomes in pupils' personal development and well-being
- the extent to which the school successfully promotes knowledge and understanding of the wider community.

## **Information about the school**

Rawdon St Peter's Church of England Primary School is an average sized school. The proportion of pupils eligible for free school meals is well below the national average. Most pupils are from White British backgrounds. Very few pupils are from minority ethnic backgrounds and there is an even smaller number whose first language is not English. The school has a below average proportion of pupils with special educational needs and/or disabilities, but a higher proportion than average of those with a statement of special educational needs. The school has the Inclusion Chartermark, Investors in Pupils, the Stephen Lawrence Award (level 2) and the Advanced Level of the Leeds Healthy Schools Award. A non-maintained private nursery, the Peter Pan Nursery, offers provision on the premises. This was inspected by Ofsted at the same time as the school inspection and is reported separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Rawdon St Peter's is a good school. It has a number of important strengths, but the keys to its successes are the good quality of its teamwork and its focus on driving up standards. The school's leadership team and the governors have a clear and determined vision of achievement for all pupils, and they are successful in promoting and ensuring equal opportunities. These values are shared very effectively with all members of the school community. Leaders and governors are well supported by good systems to monitor both the academic performance of pupils and their on-going welfare. The good spiritual, moral, social and cultural development, together with the good care, guidance and support which pupils receive, ensure that pupils feel safe, happy and valued in school and this enables them to make good progress. Parents and carers are very positive about the school, and refer to its 'new, stimulating and exciting ethos which helps children learn and enjoy'.

Children start the Reception class with skills that are broadly in line with those expected for their age. Their progress through the school has been a little uneven in recent years, because of staff changes and prolonged staff absences due to illness. Nevertheless, by the end of Year 6, pupils' attainment is regularly above average in writing and science and is significantly better in reading and mathematics. This demonstrates good achievement. Pupils' proficiency in basic skills, their good personal and social skills, and above average attendance prepare them well for the future.

Pupils readily take on a wide range of responsibilities throughout the school and contribute to a cohesive school community where, for example, Year 6 pupils each befriend and support a Reception class child. Pupils' behaviour is good. Teaching is good overall, and some is outstanding. A small proportion of lessons, however, is satisfactory, and in these lessons, pupils' progress slows. The good curriculum is full of interest, for instance the creative curriculum, which successfully benefits pupils and increases their opportunities to enjoy success. Pupils particularly value the varied range of sporting and physical activities that they regularly participate in, and they recognise that these contribute to their health and well-being.

Value for money is good. The school's continuing contribution to the good progress of pupils, its robust and successful approach to raising standards, the effectiveness of the school's self-evaluation procedures, and its having successfully addressed the issue of the last inspection to challenge more able pupils effectively, demonstrate its good capacity to improve. However, it has had less success in equipping pupils with the skills and knowledge to live and thrive alongside people with backgrounds different to their own, because the school's strategies to promote community cohesion are less well planned or evaluated.

## **What does the school need to do to improve further?**

- Improve the consistency of teaching and learning to reach the standards of the best practice in the school by:
  - - ensuring that lessons always build upon and extend the previous learning of all pupils
  - - always use time in lessons so that the balance between teacher talk and pupils' learning activities contributes to pupils' effective progress.
- Better prepare pupils to live and thrive alongside people from backgrounds different to their own by:
  - - creating more opportunities for pupils to learn about the diverse range of cultures in the United Kingdom and the wider world
  - - ensuring school leaders, including the governing body, evaluate regularly the impact of its actions to promote community cohesion.

## **Outcomes for individuals and groups of pupils**

**2**

In the vast majority of lessons, pupils engage eagerly and diligently in all aspects of their work. They work well independently and collaboratively with their fellow pupils, and demonstrate high levels of enjoyment. The school's success in raising attainment is evident in the significant improvements made in its results in the national assessments and tests in 2009. Following a dip in results in Year 6 in 2008, due to particular circumstances affecting that cohort, attainment rose sharply in 2009 to be significantly above average again, with particular improvement evident in English. Year 2 assessments in 2009 contributed to a continuing trend of improvement at Key Stage 1 that has now been sustained for three years. Pupils with special educational needs and/or disabilities make good progress relative to their abilities. This is because they are identified early and are provided with the appropriate additional support that they need. Similarly, pupils with the potential to attain very high standards are identified early, and challenging extended provision within class and in additional withdrawal groups helps them to achieve the high standards expected of them.

The spiritual, moral and social development of the pupils is very good. Their cultural development is less strong, particularly their deeper knowledge and understanding of other communities who live in the United Kingdom. Pupils respond well to the Christian ethos of the school. They reflect on relationships and consider and act upon ethical issues such as the environment and poverty, and they express their views on them. They make regular contributions to charities. Reflection and consideration of others contributes to their good behaviour and maturing attitudes to each other, and to their willingness to take on responsibilities to serve the school community, such as membership of the school council or to act as prefects. Pupils know how to stay safe and healthy: they engage readily, and in large numbers, in physical activity and they mostly make healthy food choices at school meal times. Pupils behave well. They are sociable, open and engaging with adults, and have secure friendships.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is good overall. A large majority of lessons seen were good, and some were outstanding. However, a minority of lessons were satisfactory. In the best lessons, the pace is good and teachers' good questioning skills extend and challenge pupils' thinking and understanding. Ongoing assessment of the pupils' learning enables the teachers to direct their interventions in such a way that they have maximum effect on pupils' learning and progress, and they meet individual pupils' needs. In the few lessons that are less successful, there is too much teacher talk and work is not always well matched to all pupils' needs. Pupils become disengaged and their learning and progress slows.

There is a broad and balanced curriculum that meets the needs of those pupils with special educational needs and/or learning difficulties. Specific planning effectively provides for the needs of the potentially higher attaining pupils. The recently introduced creative curriculum is having a significant effect on pupils' progress. Well-structured topic planning and the introduction of 'Big Writing' across several basic subjects are increasing and developing pupils' basic skills. Pupils enjoy learning French, which is studied from Year 3 onwards. The breadth of experience for pupils is enhanced by a

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

range of visits, including the residential visits to Cober Hill Residential Centre for Year 6 pupils. Staff provide a good range of extra-curricular activities that are well attended and much valued by pupils and their parents and carers.

The good levels of care, guidance and support reflect the ethos that is present in the school. Pupils receive well-targeted support and there is additional help for those pupils with specific additional needs. The special relationship which the school has built with the North West Leeds Specialist Inclusion Learning Centre has resulted in a purpose built provision at the school called the Orchard Room. It is a great strength and allows for the most vulnerable of pupils to receive additional help in order to quickly restore them into mainstream activities. This, together with the sensitive additional in-class support by teaching assistants, and the complementary provision from other professionals, enable the pupils to maximise their potential. Similarly, the additional classes and provision for the potential higher attainers enable them to make the most of their learning opportunities. A key strength of the school is the attention given to smoothing pupils' transition from one phase of their education to another. This includes the sensitive care when transferring pupils to secondary school, which ensures that pupils' needs are known and they are able to settle quickly in their new school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

Strong leadership and management sustain the good quality education and care, while securing and maintaining important improvements. The headteacher has a clear vision and ambition for the development of all pupils' capabilities. She has introduced and strengthened the school's systems, such as targeting and tracking systems, to ensure that her vision is becoming reality. In this, she is well supported by her deputy headteacher, the other members of her senior leadership team and the staff of the school. They form a cohesive team with high morale, and they share her ambitions. Together, they are putting into practice the strategies, which have already begun to have a positive impact. There is, however, no complacency, and the team understand that their aims for even better outcomes are not yet fully accomplished.

Governors, too, make an important contribution because they provide both effective challenge and support. They help shape the school improvement plan and monitor its implementation. All safeguarding requirements are met. There are good procedures for ensuring the safety of pupils, and the systems for recruiting and checking the suitability

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of all adults working with pupils fully meet requirements. The school is active in its commitment to securing equal opportunities and tackling discrimination. This is reflected in its efforts to achieve the best possible outcomes for all pupils, including gifted and talented pupils and pupils with special educational needs and/or disabilities, and in its good relationship with parents and carers.

The promotion of community cohesion is satisfactory. The sharp focus that senior leaders and the governing body bring to other aspects of their work has been lacking in this respect.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good teamwork, organisation and purposeful leadership are evident in the work of the Early Years Foundation Stage. Children make a good start in Reception because staff already have a good knowledge of them through home visits and reports from their pre-school provision. This enables staff to plan effectively to meet the needs of individual children. The provision includes an emphasis on linking letters and sounds (phonics) and a multi-sensory mathematics programme. There is a good balance of adult led and free-play activities. Assessment systems are good: observations of children are undertaken regularly and assessment records are used effectively to guide children as to their next steps in learning. This leads to children's good progress, which is particularly evident in their personal and social development. By the end of Reception, children have made good progress towards the early learning goals across all areas of learning and are working securely within them. The school's outdoor provision is in the process of being upgraded. Plans and financial resources are approved. The effective



use of other areas of the school, such as the indoor school hall and outdoor playing fields, compensate for the temporary situation.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

A quarter of questionnaires were returned. Of those who responded, a very large majority of parents and carers were positive about the school, and this matched the findings of the inspectors. Typical comments refer to the very good care of the children, their good progress and their enjoyment of school. A significant number of parents and carers commented on the effectiveness of the leadership and management of the school. Typically, parents reported that: 'St Peter's ethos is excellent. It is a safe, caring school which provides a fantastic environment for all children to learn in', and, 'My children never have a bad day at school.'

A very small minority expressed concerns about communications with the school, and the fact that all pupils in Key Stages 1 and 2 use the same play areas during break time. The inspection team found no sound basis for the concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rawdon St Peter's Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	63	16	31	2	4	0	0
The school keeps my child safe	27	53	23	45	1	2	0	0
The school informs me about my child's progress	13	25	30	59	7	14	0	0
My child is making enough progress at this school	20	39	25	49	3	6	3	6
The teaching is good at this school	27	53	23	45	0	0	0	0
The school helps me to support my child's learning	26	51	19	37	3	6	1	2
The school helps my child to have a healthy lifestyle	30	59	18	35	2	4	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	45	16	31	4	8	0	0
The school meets my child's particular needs	25	49	19	37	4	8	1	2
The school deals effectively with unacceptable behaviour	15	29	28	55	2	4	2	4
The school takes account of my suggestions and concerns	14	27	26	51	4	8	2	4
The school is led and managed effectively	25	49	19	37	3	6	0	0
Overall, I am happy with my child's experience at this school	29	57	17	33	4	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



November 2009

Dear Pupils

Inspection of Rawdon St Peter's Church of England Voluntary Controlled Primary School,  
Leeds, LS19 6PP

Thank you for being so helpful to me and the other inspectors when we came to inspect your school. You had an important role in helping us to understand why yours is a good school. I noticed how you all play your part in helping to create a strong, community atmosphere in the school. I was very impressed by the way you take responsibility and take care of each other. You gave me some very useful information when you talked to us and showed us your work. This helped me to make the judgements I am now sharing with you.

These are the things I found that are best about your school:

- you get a good start to your education in the Reception classes
- you behave well, and show good attitudes towards school and learning
- you enjoy your work, and therefore make good progress and achieve well
- your school is led and managed well, and this is helping to raise standards
- adults at the school look after you well and make sure you remain safe
- your teachers work together well as a team, and set you a good example.

These are the things I have asked your school to do now:

- make sure that the work you do in lessons builds upon what you have learned before. Your teachers will also check carefully how time is used in lessons so that you do not spend too long listening before getting on with your own work.
- give you more opportunities to find out about the many different cultures there are in the United Kingdom and the wider world, for example by making links with schools where pupils from different backgrounds attend.

You can help too by always trying to do your best in all the activities, both in and out of class. All my best wishes for the future.

Yours sincerely

Mr Ronald Cohen

Lead Inspector

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