

Rawcliffe Primary School

Inspection report

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|--------------------------------|--------------------------|
| Unique Reference Number | 117892 |
| Local Authority | East Riding of Yorkshire |
| Inspection number | 339094 |
| Inspection dates | 26–27 April 2010 |
| Reporting inspector | Linda Murphy |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 106 |
| Appropriate authority | The governing body |
| Chair | Mr Stuart Dransfield |
| Headteacher | Mrs Sara Rockliff |
| Date of previous school inspection | 26 April 2007 |
| School address | Ridding Lane Rawcliffe Goole DN14 8RG |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons or part lessons, observed all but one part-time teacher and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at a range of documents including the school's data records, policies and minutes of governing body meetings, and the notes of the School Improvement Partner's visits. They analysed 37 completed parent and carer questionnaires, plus 48 questionnaires returned from pupils and 6 from staff. A telephone discussion took place between an inspector and an officer of the local authority.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the challenge provided by teaching to accelerate pupils' progress
- how well the curriculum meets pupils' needs
- the steps taken by the leadership to ensure the school has the capacity to improve.

Information about the school

The school is smaller than schools of its type and smaller than at the time of the previous inspection. The number of pupils in each year group varies year-on-year and, in particular, at Key Stage 2. The school serves the local village and a very small minority of pupils from outside the immediate area. The vast majority are White British. The proportion of pupils eligible for free school meals is lower than average. Although the proportion of pupils with special educational needs and/or disabilities is lower than average, the proportion of pupils with a statement of special educational needs is above average. Since the previous inspection, the school has experienced much staff absence. A new headteacher has been appointed. The school holds Healthy Schools status.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school is a very harmonious community which provides a satisfactory education for its pupils. Strengths include the way in which the school looks after its pupils and works with others to ensure pupils feel safe and are ready to learn. Pupils behave well, attend very regularly and contribute a great deal to their school and local community. Their clear understanding of how to live a healthy lifestyle is reflected in the achievement of a national award.

Children get off to a good start in the Reception class which sets them up well for their work in Year 1. The achievement of all groups is satisfactory between Year 1 and Year 6 and leads to broadly average attainment by the end of Year 6. One parent expresses the view of many by saying that when pupils require extra support it is, 'quickly identified and delivered in an enjoyable and effective way'.

Due to prolonged staff absence, standards took a dip between inspections. They have mostly recovered, although at Year 2 there remain a few gaps in pupils' learning which are being filled systematically through careful use of assessment. Across the school, standards in writing are the weaker partner to reading and mathematics: pupils' understanding of grammar at times holds them back. Handwriting is not the best it could be and there are too few opportunities to write for a range of audiences across different subjects.

The quality of teaching varies, although in lessons seen it was never less than satisfactory. Pupils are set targets for literacy and numeracy yet not all fully understand how they can best be used to accelerate their learning. Teaching is based on a curriculum which is in the middle of change to ensure that it is a better match to pupils' needs and interests and helps them improve their independence in learning. During this time, there are different methods used for planning which make it more difficult than it need be for leaders to check.

Since the last inspection leadership has extended to include a larger team and to share strengths. Self-evaluation is clear. Focused development plans show leaders' sound ambition to raise standards and accelerate pupils' learning. The headteacher has overcome difficulties caused by staff absence and the school has a satisfactory capacity to sustain improvement.

What does the school need to do to improve further?

- By 2011 raise standards in writing by:
 - ensuring that by Year 6 pupils develop neat handwriting

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- hastening pupils' progress across Year 2
- developing pupils' understanding of grammar, including sentence construction across the school.
- By 2011 improve teaching so it is at least consistently good by:
 - ensuring pupils understand their targets and their next steps in learning in literacy and numeracy
 - supporting teachers to take more responsibility for the monitoring of pupils' progress in their classes
 - providing enhanced opportunities for pupils' to become more independent in their learning
 - ensuring that planning directly matches the needs of different groups of pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils of all abilities, including those with special educational needs and/or disabilities, those with special gifts and talents or pupils identified as vulnerable achieve satisfactorily. They thoroughly enjoy their learning as exemplified in their good attendance and behaviour. Pupils attain broadly average standards in English, although reading is stronger than writing. Pupils' attainment in mathematics and science is also broadly average. Pupils' progress is becoming more consistent in each year group rather than as in the past there being an over-reliance of a big spurt in Year 6. This overall picture of broadly average attainment represents satisfactory progress from pupils' starting points in Year 1.

Pupils apply themselves soundly to their learning and persist with their tasks well. Their work in lessons and assessments shows that grammar, including sentence construction, is a relative weakness in English and the quality of handwriting is variable. Pupils work well with partners, although opportunities to develop independence through, for example, group work or research are less well established.

Pupils value the contributions others make to the school and local community and are pleased to take on responsibilities. Pupils are confident to share their views and justify their reasoning. They are very keen to support a healthy lifestyle. Many walk or cycle to school, enjoy healthy lunches and participate in sports at play times, lunchtimes and after school.

Pupils agree that adults readily listen to them if they have any concerns. A few pupils say this is not quite so at lunchtimes, although the inspectors found no evidence to support the view. At lunchtime, staff are proactive and engage pupils in games and other activities. They are available to listen to any problems and also to help pupils solve any issues they may have.

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

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

Pockets of inadequate teaching have been eradicated by the senior leadership team. During the inspection the quality of teaching ranged from satisfactory to good. Although teaching overall is satisfactory, higher expectations of what pupils can achieve contribute well to pupils' progress. Good features in lessons include the knowledge teachers have of the subjects they teach which aids the pace, clarity of explanations and depth of questioning. Sensitive and thoughtful relationships underpin all the teaching which means pupils are willing to give of their best. Such good practice is not always so strong, however, particularly in providing opportunities for independent learning and in the quality of lesson planning and its implementation to make sure all groups follow and understand their next steps in learning. Encouragement from support staff provides effective support often for the pupils with special educational needs and/or disabilities, although there are times, such as at the beginning and end of lessons, when teaching assistants are underdeployed.

The curriculum has some shortcomings in the way in which skills development is adapted to writing. As a result, there is more to be done to help pupils extend their

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

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Please turn to the glossary for a description of the grades and inspection terms

capacity to write in different ways and for different audiences and to ensure that they thoroughly understand their targets to improve. The grouping of pupils by ability across the school for teaching letters and sounds appeals to pupils and accelerates their learning in this respect. The school enriches the basic curriculum through extra-curricular activities, visitors, visits including residential opportunities, music and art, in particular. Pupils' art is of good quality. Art, such as in the style of Kandinsky, is displayed well and contributes to the environment which is conducive to learning. The curriculum provides opportunities for pupils to find out about a range of faiths and cultures. However, in part, because of the school's geographical isolation, their understanding of communities further afield is satisfactory rather than good.

There are very effective partnerships with nearby schools and outside agencies which support all pupils, for example those with special gifts and talents have opportunities to work with similar pupils from other schools. Procedures for induction are thorough and fruitful. Staff know their pupils very well and provide very caring and sensitive pastoral support.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Leaders and managers have an accurate view of the school's strengths and areas for development. Staff form a cohesive team eager to contribute to the school's success. The impact of changes can be seen in the way that a dip in attainment between inspections has been tackled and teaching improved. Even so, there is further to go to bring it all up to a good quality and to continue to raise standards. Effective procedures to support the quality of learning are in place, for example through professional development and improvements to the monitoring of pupils' progress, although the latter are over-reliant on senior staff. The school provides good support for teachers relatively new to the profession. Community cohesion is promoted satisfactorily. The school itself is a cohesive community, but global links are less developed. Governors are supportive and deploy members well to use their expertise to the school's advantage. School visits, clear reports and action plans ensure they challenge the school with increasing rigour and focus on raising standards. Governors are most successful in ensuring the safeguarding of pupils, including child protection, and in developing external partnerships to support pupils' development. Any form of discrimination is not tolerated. The promotion of equal opportunities is satisfactory, but not better because

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the school is not as skilled as it might be in ensuring that all pupils understand how their individual targets can help accelerate their progress.

These are the grades for leadership and management

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

Early Years Foundation Stage

When children join the Reception class, their skills are usually mostly below those expected for their age. Very good links with parents, carers and pre-school providers ensure a smooth start to school. Children quickly make friends and settle well. By the time children leave the Reception class, they have achieved well and mostly attain skills and knowledge typical for their ages, although this varies to some extent given the varying size of year groups. Good leadership and teamwork ensure that pupils are safe and happy at school. Teaching builds very effectively upon these basics through good relationships, clear planning and good assessment. The records of pupils' journeys in learning are clear, and information is shared with parents and carers. Staff have evolved a productive curriculum with a balance of teacher-led and child-chosen activities. Plentiful opportunities for outdoor learning are a natural part of each day. In this very well ordered environment, children thrive and do well. The staff are at an early stage in using pupils' interests to plan the curriculum.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| 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

Just over a third of parents and carers returned the questionnaire. Of these, the adults were overwhelmingly supportive of the school. Very few raised concerns about the way the school informs them about their children's progress and the way in which the school helps them support children's learning at home. The inspectors judge that the school addresses these aspects satisfactorily. A very few also said that that the school did not meet their children's particular needs. The inspection team judge that the school provides well for pupils' care, guidance and support.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rawcliffe 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 inspector received 36 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 20 | 56 | 15 | 42 | 1 | 3 | 0 | 0 |
| The school keeps my child safe | 17 | 47 | 19 | 53 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 7 | 19 | 26 | 72 | 3 | 8 | 0 | 0 |
| My child is making enough progress at this school | 12 | 33 | 24 | 67 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 9 | 25 | 27 | 75 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 7 | 19 | 27 | 75 | 2 | 6 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 8 | 22 | 26 | 72 | 1 | 3 | 0 | 0 |
| 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) | 4 | 11 | 25 | 69 | 1 | 3 | 0 | 0 |
| The school meets my child's particular needs | 11 | 31 | 23 | 64 | 2 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 4 | 11 | 31 | 86 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 8 | 22 | 27 | 75 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 12 | 33 | 22 | 61 | 1 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 14 | 39 | 22 | 61 | 0 | 0 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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.



28 April 2010

Dear Pupils

Inspection of Rawcliffe Primary School, Goole DN14 8RG

The inspectors enjoyed meeting you when we visited your school. Thank you for talking to us about your work and play. We judge that your school gives you a satisfactory education. It is good at keeping you safe and works well with other schools and people to get the best for you. You are good at attending school every day, behaving well and enjoying healthy lifestyles at school. You tell us that you feel safe and this gives you confidence about school to help others and, together with your teachers, to work alongside people in the village.

To make your school even better we have asked the leaders to make sure that you improve in writing so that it at least matches your higher levels of reading. You can help by keeping your handwriting neat, trying really hard with your sentence making and writing longer pieces of good quality.

We have also asked the school to ensure that all the teaching is the best it can be by making sure that lesson planning is spot on and done in a similar way in each class. You can help by using your targets to help you learn faster and by working more independently. Your teachers can help you in this. We have asked the school to carry on keeping a good check of your progress and involving the teachers more in doing this. Your parents think highly of the school and are pleased they chose Rawcliffe Primary School for you.

Yours sincerely

Linda Murphy

Lead inspector

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