

Rawthorpe Junior School

Inspection report

Unique Reference Number	107620
Local Authority	Kirklees
Inspection number	356196
Inspection dates	7–8 April 2011
Reporting inspector	Sarah Drake

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Mr Peter Rock
Headteacher	Mrs Joan Young
Date of previous school inspection	17 April 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by 11 different teachers and held meetings with: members of the governing body; members of the federated schools' leadership team; the community manager; school staff; parents and carers; groups of pupils. They also held a telephone conversation with the community police officer. The inspectors observed the school's work, and looked at documentation relating to pupils' attainment and progress, and school management including safeguarding. They took into account the questionnaire responses of 152 pupils, 19 staff and 52 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made by different groups of pupils, with a particular focus on English.
- The effectiveness of the school's actions to raise attendance levels.
- Whether teaching provides the right level of challenge and interest for pupils of different abilities.
- The impact that the federated leadership has on improving outcomes for pupils and providing the school with the capacity to improve further.

Information about the school

The school is a smaller-than-average-size primary school. It serves a housing estate to the east of Huddersfield town centre. The majority of pupils are White British. The remaining 40% belong to a range of minority ethnic groups, the largest of which are mixed White and Black Caribbean, and Pakistani. Well-above average proportions of pupils: speak English as an additional language; are known to be eligible for free school meals; have special educational needs and/or disabilities. The school is funded to provide resourced provision for up to eight pupils with physical disabilities, and the proportion of pupils that have a statement of special educational needs is high. A small minority of pupils belong to families who are seeking asylum or are migrant workers. More pupils than average join or leave the school at other than the usual times. Among its many awards, the school holds the gold standard for both Healthy School status and for inclusion. It is a lead school in the local authority for promoting the social and emotional aspects of learning (SEAL).

Since the previous inspection, the school has become federated with the nursery and infant school, the high school and the studio school that share the same site. Together, they are known as Netherhall Learning Campus. In September 2010, on the retirement of the previous headteacher, the Principal of the campus became headteacher. The deputy headteacher has taken on the day-to-day management role as head of school and is supported by an assistant headteacher. The governing body oversees the management of all the schools on the site. The infant and nursery school was inspected at the same time as the junior school but by a different team. The separate report for that school can be found on the Ofsted website.

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

2

Main findings

Pupils describe this satisfactory school as 'exciting, helpful and fun.' The great majority say that they feel safe at the school because staff listen to their concerns, and that they find lessons interesting and enjoyable. This enthusiasm is borne out by their greatly improved attendance which, after three years of decline, has risen impressively so that it is now average. Pupils' adoption of healthy lifestyles is outstanding, as is their contribution to the community.

In the past, most pupils started school with attainment which was below average overall for their age, although over the last three years attainment has started to rise, especially in mathematics. All groups of pupils make satisfactory progress over time so that attainment levels are broadly average in mathematics, but below average in English at the end of Year 6. This is largely because the handwriting and spelling of too many pupils are erratic. More-able pupils do not always make enough progress in either mathematics or English to reach the higher Level 5. The quality of teaching is never less than satisfactory but it is inconsistent throughout the school. Although there are now rigorous systems in place to assess and track pupils' attainment on a termly basis, teachers vary in the level of success with which they use this information to provide different pupils with the right levels of challenge and support. Good relationships and politeness are hallmarks of the school and the good behaviour of most pupils has a positive impact on their learning. However, as highlighted by parents, carers and pupils, the impulsive behaviour of a small minority can lead to unhappiness that usually originates in the playground and sometimes spills over into lessons.

The complementary skills of the new leadership team are moving the school forward at a good rate. For example, joint work across the federated schools is establishing consistent expectations for the quality of teaching. Self-evaluation is accurate. Termly standards review meetings, held between subject leaders, year groups and senior leaders, clearly identify gaps in pupils' learning and lead to well-focussed action plans. The governing body has been stalwart in its determination to establish a successful federation and is now set to hold the school to account for pupils' progress. In response to the school's actions, most parents and carers are involved well in their children's learning, the curriculum is well suited to pupils' interests and needs, and staff morale is high. The school has a good capacity to improve further.

Up to 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.

What does the school need to do to improve further?

- Raise attainment levels in English to average or above, by:

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- increasing pupils' rate of progress, particularly that of more-able pupils
- improving the quality of pupils' spelling and handwriting
- building more effectively on the literacy strategies used in Key Stage 1 to support pupils moving from Year 2 to Year 3.
- Ensure that teaching is consistently of good or better quality, by:
 - using assessment information to provide suitable levels of challenge and support, particularly for more-able pupils
 - employing teaching assistants to best effect in every classroom
 - providing pupils with helpful written guidance on how to improve their work.
- Establish clear systems to manage the behaviour of the few pupils who find self-discipline hard to achieve.

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

The majority of pupils enjoy learning, settle well in lessons, follow instructions suitably and are interested in what their teachers have to say. They move sensibly from one activity to the next, know their targets for improvement and, when given the opportunity, comment thoughtfully on their own and others' efforts. Pupils work willingly, if slowly, but significant numbers, usually boys, need frequent reminders to help them stay truly focussed. When enthused by an activity, such as tussling with a mathematics game, pupils concentrate well and delight in their accomplishments. However, too many show little pride in the presentation of their work, and the handwriting and spelling of even the more-able pupils are generally well below the expectations for their age. Attainment levels have been on a rising trend since the previous inspection but pupils' progress has been slower in English than in mathematics. All groups, including those who have special educational needs and/or disabilities and those who speak English as an additional language, progress at a similar rate and achieve satisfactorily. Those who remain at the school for four full years also make satisfactory progress overall but at a better rate than those who arrive partway through their education.

Pupils have an excellent understanding of how to adopt healthy lifestyles, whether this involves careful hygiene when looking after the school's hens, enthusiastic participation in an after-school dance club, or choice of healthy food. They are proud of their school and have an influential voice in its improvement, for example, recent changes to the curriculum and the start of an Eco-group. Through the Taking Action Towards Safety group, pupils contribute strongly to the local community. The school operates as a very tolerant, inclusive community with total acceptance of those who are different through disability or ethnicity, demonstrating pupils' good spiritual, moral, social and cultural development. However, although most pupils respond positively to the school's behaviour systems, a small number do not and these can cause upset to themselves and others which has an impact on the learning of all.

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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	3
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

A strong feature of all lessons is teachers' use of praise which boosts pupils' self-esteem and encourages them to cooperate and be helpful towards each other. The recent decision that almost all lessons should include an element of written work is also positive, providing pupils with plenty of opportunities to practise this basic skill. However, the expectations of the quality of the writing, even in pupils' day-to-day literacy books, are not high enough, thereby diminishing the value of the exercise. Teachers share lesson objectives clearly with pupils and generally use new technology well to engage their interest and provide them with visual reminders. They do not always use sufficiently well their knowledge of pupils' different abilities, particularly the more able, to set them suitable levels of challenge. Teaching assistants generally offer effective support to groups of pupils but at times they remain too closely stationed near individuals or take too little part in whole-class sessions. Occasionally, pupils who are new to learning English struggle to understand what they are meant to do. Where teachers share their enthusiasm for a subject, use open questioning to inspire pupils' thinking and move the lesson along at a good pace, pupils' response is impressive and classrooms hum with excited, purposeful work. Teachers' marking is variable in quality. Some provides helpful comments to guide pupils' next steps, which are followed through in subsequent work, but this is not the norm. Recent moves to augment the teaching through the use of subject specialists from the federated high school are having a positive impact on pupils' enjoyment and rate of progress.

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The curriculum hinges on the three elements of the social and emotional aspects of learning, the community, and creativity and is effective in engaging pupils' interest and, through themes such as the current one about the natural world, in bringing their learning to life. For example, in literacy lessons some younger pupils linked their knowledge about rocks to informational writing, while others used search engines to discover and record facts about plants. Improvements to guided reading sessions are helping to raise attainment levels in this aspect of English. Research into the famous people, such as Gandhi and Leonardo da Vinci, after whom the different classes are named, broadens pupils' social and cultural horizons. Activities, such as the boys' magazine group which is linked to the high school, enterprise activities and themed weeks add to pupils' enjoyment of learning and help to raise their aspirations. Pupils' different experiences and knowledge are used well, for example, to help others' understanding of French and other beliefs and ways of life.

Highly effective adaptations of the provision to include pupils with physical disabilities enable them to take a full part in all activities. Similarly strong support for the pupils who are most vulnerable due to their circumstances, including close work with a range of outside agencies, leads to good progress in their emotional well-being. However, the systems to support the few pupils who demonstrate the most impetuous behaviour are not yet fully effective. Suitable provision for pupils with special educational needs and/or disabilities ensures that they make satisfactory progress towards their targets alongside their classmates. Excellent transition arrangements into high school mean that pupils settle very swiftly there and maintain the momentum of their academic progress. As the school has identified, there is room for improvement in the arrangements to ensure similar success related to pupils' progress when they move into Year 3. Highly effective attention to raising attendance levels has led to an improvement of more than four percentage points in the current year.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

A clear sense of direction for the school together with increasingly rigorous systems designed to bring the vision into reality, create a sense of dynamism and determination among staff to improve the life-chances of pupils. Close working between the leaders of all the federated schools is bringing about an increasing sense of respect between the different phases, enabling staff to capitalise on their different strengths. Building on accurate analysis of the school's strengths, action-planning focuses on the most important areas for development. Newly introduced year group monitoring weeks, as well as rigorous tracking of pupils' progress ensure all school staff share responsibility for pupils'

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academic success. There is clarity about the different roles of the headteacher, deputy and assistant headteachers who work well together and have the confidence of staff.

The governing body provides satisfactory support and challenge. The changes necessary to move from one body for each school to a joint one for the federation have taken up much time and effort. The adoption of joint policies is under-way, a link governor for each school is in place and there is increasing monitoring of effectiveness. Members of the governing body, and school staff, ensure that safeguarding arrangements comply with requirements and they take swift, effective action should any concerns come to light.

The school is quick to challenge any hint of discrimination and fully includes pupils with a wide range of abilities, disabilities, cultures and experiences. It is successfully closing the gap between national figures and the proportion of its pupils that achieve the expected levels in English and mathematics for Year 6 but has a way to go before it does so at the higher level. It carries out much successful work to engage parents and carers in family fun days and learning activities, including, for example, visits to Huddersfield University to help raise aspirations. The great majority know their children's targets and say that they find staff approachable and helpful. A wide range of partnerships with local businesses and others enhance the provision and also involve pupils in helping others, for example, leading steel-pan training for two local schools. The school operates as a cohesive community and plays a strong part in many local activities, including hosting a daily Madrassa. It is looking to develop further its links with schools in France and Japan.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents and carers hold positive views of the school and appreciate all that it offers their children and themselves. A significant minority expressed concerns about bullying and poor behaviour, the effectiveness of leadership and management, and the help given

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to support their children's learning. Inspectors shared these views with school leaders who expressed surprise since they did not reflect the responses given to school questionnaires. Inspectors are satisfied that the school is taking positive action to address the concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rawthorpe Junior 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	44	25	48	2	4	1	2
The school keeps my child safe	21	40	25	48	6	12	0	0
My school informs me about my child's progress	27	52	19	37	5	10	1	2
My child is making enough progress at this school	24	46	23	44	4	8	1	2
The teaching is good at this school	22	42	26	50	3	6	0	0
The school helps me to support my child's learning	22	42	20	38	7	13	1	2
The school helps my child to have a healthy lifestyle	22	42	29	56	0	0	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)	18	35	29	56	3	6	0	0
The school meets my child's particular needs	21	40	28	54	3	6	0	0
The school deals effectively with unacceptable behaviour	17	33	23	44	4	8	7	13
The school takes account of my suggestions and concerns	17	33	29	56	3	6	1	2
The school is led and managed effectively	18	35	27	52	4	8	3	6
Overall, I am happy with my child's experience at this school	22	42	26	50	2	4	2	4

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 April 2011

Dear Pupils

Inspection of Rawthorpe Junior School, Huddersfield, HD5 9NT

Thank you for the warm welcome that you gave the inspectors when we visited your school recently. Particular thanks should go to those of you who showed us round when we first arrived, and those who gave up their lunchtime play to talk with us.

Yours is a satisfactory school which helps you to make satisfactory progress in your learning. You achieve better standards in mathematics than in English so we have asked your senior teachers to make sure that your progress in reading and writing improves. In particular your handwriting and spelling do not do justice to the ideas that you include in your work, so you can help by trying hard to improve these. We have also asked the leaders to make sure that all teachers adapt their lessons so that the activities provide each of you with just the right level of challenge, and that marking consistently gives you helpful hints about how to improve your work.

Congratulations to you all on your much improved attendance! Do continue to attend school regularly - you told us that you enjoy lessons and that your teachers are kind so it makes sense to be at school whenever possible. We were impressed by your excellent understanding of the importance of leading health lifestyles and also by the way that you include everyone in activities. Most of you behave well and this makes the school a generally happy place to be. However, we know that a few pupils find it hard to control their emotions or to consider others so we have asked the school to think of ways in which it can help them to do this so that they do not upset the rest of you.

This letter comes with the best wishes of all the inspectors who wish you good luck for the future.

Yours sincerely

Sarah Drake

Lead inspector

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