



# Rawthorpe Junior School

## Inspection Report

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**Unique Reference Number** 107620  
**LEA** Kirklees  
**Inspection number** 284125  
**Inspection dates** 28 February 2006 to 1 March 2006  
**Reporting inspector** Mr Stephen Hardwick HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary	<b>School address</b>	Rawthorpe Lane
<b>School category</b>	Community		Rawthorpe
<b>Age range of pupils</b>	7 to 11		Huddersfield, West Yorkshire HD5 9NT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01484 300080
<b>Number on roll</b>	194	<b>Fax number</b>	01484 300080
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Rachel Sixsmith
<b>Date of previous inspection</b>	2 November 1998	<b>Headteacher</b>	Mr I Williamson

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## Introduction

When Rawthorpe Junior School was inspected in April 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools subsequently visited the school on four occasions to monitor its progress, and reinspected the school in March 2006.

## Description of the school

Rawthorpe Junior School serves housing estates that are about a mile from the centre of Huddersfield. It shares a large open site with an infant and nursery school and a secondary school. It is of average size. Almost half the pupils are entitled to free school meals, a proportion that is almost three times the national average and reflects the relatively high levels of social and economic disadvantage in the area. The proportion of pupils with additional learning difficulties and/or disabilities, 33%, is also above average. The school houses specialist provision for pupils with a physical disability; there are currently three of these pupils on roll. In recent years the number of pupils with minority ethnic backgrounds has risen: this is now 40%, and half of them speak English as an additional language. Some of these pupils are from families seeking asylum. The pupils' attainment on entry to the school is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector of Schools is of the opinion that the school no longer requires special measures.

Rawthorpe Junior School has improved a great deal since its previous inspection, when it was judged to be poor. There was a marked rise in the school's results in national tests in 2004 though this was not fully sustained in 2005, when scores were well below average. Nonetheless, the pupils make at least satisfactory and often good progress in lessons, as a result of better teaching. The curriculum meets requirements and is supplemented by a sound range of extra activities. Measures taken to tackle misconduct and disinterest in work have proved particularly successful: the school is orderly, the pupils' attitudes and behaviour are at least satisfactory, and the need to use exclusion as a sanction has fallen from unusually high to acceptable levels. This has been a critical improvement, freeing teachers and senior staff to focus on their main tasks rather than controlling outbursts from disaffected pupils. Raising attendance has proved more difficult; it has been higher in the last two terms but remains below average.

The school's problems stemmed in part from frequent changes in leadership, but the arrival of the current headteacher in summer 2004 heralded a period of greater stability. The headteacher has worked very hard for the school, provided good leadership and management, and gained the confidence of the community. He has been well supported by the teachers and governors in overcoming the serious nature of the problems he faced. The school has the staffing, plans and resources to continue to move forward, and there are thorough systems for monitoring progress. The school now provides satisfactory value for money.

### What the school should do to improve further

Despite the gains that have been made, the priorities remain much as they were, as the school recognises in its plans. These are to:

- continue to raise standards, maintaining the focus on basic skills
- continue to improve attendance
- continue to improve the quality of teaching.

## Achievement and standards

### Grade: 3

The school's results in the national tests for Key Stage 2 pupils rose considerably in 2004, but fell back in 2005 and were well below average. Just over half the pupils reached Level 4, the standard expected for Year 6, in each of English, mathematics and science; few reached the higher Level 5.

A quarter of the pupils who took the tests in 2005 spent part of their Key Stage 2 education in other schools. Nonetheless, the pupils as a whole made below average

progress during the key stage. Their gains were poorer than those who took the tests in 2004, but better than those for 2003. These ups and downs stem from the chequered quality of provision these pupils received during their time at Rawthorpe. There was little variation in the progress made by the different groups of pupils, though those with a non-English first language fared well, making above average progress.

Many of the current pupils have ground to make up, but the picture for them is more promising. The teaching is consistently better than previously, enabling the pupils to make satisfactory and often good progress in lessons. The school's own assessments indicate that the proportions of pupils reaching the level expected in Year 6 are set to rise.

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

### **Grade: 3**

A range of measures has been introduced to improve the pupils' behaviour and attitudes, and tackle the concerns that were raised when the school was inspected in 2004. These have proved successful. The pupils' attitudes and behaviour are satisfactory overall, but in many classes they are good. Under good leadership from senior staff, the use of rewards and punishments has become much more effective and consistent. The pupils know the parameters of what is acceptable and they are proud to receive the various prizes for good effort, attendance and behaviour. In many classes, the pupils settle instantly to their work and are keen and interested. In others, the pupils need reminders to listen or tidy away, but they readily do as they are told. Lessons are no longer regularly disrupted by misbehaviour and showing off, and the need to use exclusion as a sanction has fallen accordingly. Behaviour at breaktimes on the playground and in assembly has shown similar improvement. There is now much purposeful play, with equipment and areas set out to encourage games.

The pupils' overall attendance has been persistently low; in 2004/05, it was 92.6%, compared with a national figure of 94.6%. However, recently the school's considerable efforts have begun to pay dividends. The figure for the autumn term 2005 was 93.8%. Pupils have responded enthusiastically to the weekly award for the class with the highest attendance, and the learning mentor and education welfare service have challenged the families of regular absentees.

Provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall. However, the ethos of the school is greatly improved, with a growing sense of community and enjoyment. Assemblies are lively occasions, when themes such as the effects of bullying are introduced, to be followed up in lessons. The pupils sing enthusiastically and time is set aside for reflection. Different faiths and cultures are studied in subjects such as history and religious education, but also within special events such as a recent 'international day'. Good use is made of the local environment to further the pupils' understanding of their immediate heritage. There is a strong focus on class and school rules, so the pupils know right from wrong and recognise why punishment might be necessary. The pupils have a voice in the school's affairs through the school council, which has been instrumental in improving provision at playtime.

When its award as a Healthy School was renewed in 2005, the school received much praise for the way it promotes physical exercise, a balanced diet, social responsibility and a clean and attractive environment. The pupils contribute to the wider community through charities and the three schools that share the site are developing a common approach to, for example, home-school agreements. The skills the pupils learn with computers and in literacy and numeracy provide a satisfactory basis for their future livelihood.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

When the school became subject to special measures, teaching and learning were judged to be unsatisfactory, partly because of the frequent need to employ temporary teachers. Staffing has become much more stable, allowing the school to capitalize on an extensive programme of support and training. The teachers have worked hard and morale has risen. The result is that teaching and learning are good overall, enabling the pupils to make much more rapid progress in class.

All the lessons were well planned, prepared and organised, and based on clear learning objectives that were carefully explained to the pupils. Additional adults contributed well, especially in leading small groups. Most lessons were briskly paced, with all the pupils expected to answer when the class was being taught as a whole. The better teaching was marked out by high expectations, enthusiastic and knowledgeable presentations and continual checks to ensure that the pupils were learning what was intended. Occasionally, in some of the satisfactory lessons, the teacher tolerated too much wasteful chatter when the pupils were working independently.

The pupils have benefited from the consistent routines that have been established from class to class. By Year 6 they learn good work habits, for example, in the way they gather books and equipment and settle quickly at each stage of a lesson.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets requirements. It is broad and balanced, and recognises the needs of the pupils in the emphasis given to literacy and numeracy. Attention is increasingly being given to raising the pupils' interest and enjoyment in learning through special events, visits and the work of a musician who leads lively singing sessions. There is a sound range of additional activities, such as a breakfast club, sports and chess.

### **Care, guidance and support**

#### **Grade: 2**

The school pays proper regard to the pupils' safety and welfare. The relatively high numbers of vulnerable children are monitored closely, as are those in need of regular

medication. Outside agencies are much involved in devising well-judged programmes for pupils with additional learning difficulties and/or disabilities. There is careful supervision at breaktimes, and risk assessments are undertaken as required. In a recent survey, almost all the pupils indicated that they felt safe and knew who to turn to for help.

The school has taken part in a national project to promote responsibility and good behaviour. This has proved successful. Some of the pupils, for example, act as 'befrienders', enabling other pupils to share concerns in confidence before seeking adult advice.

The systems for assessing the pupils' standards and tracking their progress have been overhauled. They provide detailed information on how well each pupil is faring, and their progress towards targets is reviewed each term. Action is taken appropriately to provide extra help where necessary or additional work in a particular area. The pupils know their targets and what they need to accomplish next.

## **Leadership and management**

### **Grade: 2**

When the school was inspected in 2004, its performance and progress had been adversely affected by changes in leadership. Since the headteacher joined the school in the summer of 2004, there has been much greater stability in staffing, helping the school to profit from training and establish consistency in how it operates.

The headteacher has worked very hard, setting the pupils' welfare, equal opportunities and standards at the heart of efforts to improve. He has provided good leadership and management, and gained the confidence of the community. Senior staff have taken responsibility for key areas, such as the pupils' behaviour, and the coordinators for the core subjects have given a strong lead, as well as setting good role models in their own teaching. The governors too have fulfilled their responsibilities, for instance, by maintaining oversight of the impact of each initiative. However, the school is dependent on an active core of governors and attendance at meetings is low.

There is a rigorous system for monitoring how well actions are succeeding, and the range of people involved has gradually been increased to strengthen expertise. Plans have frequently been updated to take account of what has been learned and where efforts and resources need to be directed. These have been well judged and based on appropriate priorities.

Overall, the school has made satisfactory and, in some respects, good progress on the key issues that arose from its inspection in 2004. The effect of measures to improve attendance, however, has yet to be fully realised. Given the foundation and momentum that have been established, the school is well placed to improve further.

The school has met the challenge to strengthen the partnership with parents. Feedback from parents has been positive, whereas previously there were regular expressions of concern. Parents have been kept well informed about events and the curriculum through newsletters, and attendance at consultation evenings has risen.

The local authority has provided a considerable amount of support that has been well matched to the school's needs, in particular over teaching, behaviour, assessment and special educational needs. The work of the authority's contact officer has been much valued, for instance, in taking stock of the school's position and determining the help that might prove most effective.



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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Congratulations! Rawthorpe Juniors no longer requires special measures.

Mr Williamson and the teachers have worked very hard to improve your lessons so you learn more. They have also made school a more interesting and calmer place to be.

You too have played your part. Your behaviour is better and you try harder in class. It has been good to see you act helpfully and responsibly, for example, as befrienders.

Your attendance has also improved, but there are still a few of you who take too much time off school.

I have asked the teachers to carry on with the work they have begun, because your standards in the tests at Year 6 are still not as high as they should be.

I have enjoyed my visits to Rawthorpe and the conversations I have had with many of you about what you were doing. I hope you can build on everything that you and the teachers have achieved. Best wishes for the future.