

# Rawdon Littlemoor Primary School

## Inspection report

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<b>Unique Reference Number</b>	107810
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	287918
<b>Inspection date</b>	20 March 2007
<b>Reporting inspector</b>	Christine Harrison

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	298
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr J Baxter
<b>Headteacher</b>	Mrs Shelagh Henderson
<b>Date of previous school inspection</b>	12 March 2001
<b>School address</b>	New Road Side Rawdon Leeds West Yorkshire LS19 6DD
<b>Telephone number</b>	0113 386 2550
<b>Fax number</b>	0113 2146511

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This average sized primary school serves the town of Rawdon on the western edge of the city of Leeds. Most pupils are of White British heritage with a few from a range of minority ethnic backgrounds. Almost all pupils speak English as their first language. The proportion of pupils who are eligible for free school meals is below average. Pupils come from a wide variety of backgrounds but, overall, their social circumstances are above average. The proportions of pupils with learning difficulties and/or disabilities, and the number of pupils with statements of special educational need, are both average. The school moved to an entirely new building in September 2005 and since then, there has been a significant increase in the number of pupils. Also, since 2005, there has been a privately run pre-school, together with before and after school provision, on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school which provides satisfactory value for money. Pupils' personal development is outstanding and the major strength of the school. Many parents express their appreciation of this aspect of the school's work. They mention, for example, the development of important social skills and the broadening of pupils' horizons. As one parent writes: 'my child loves going to school and has come on in leaps and bounds'. However, pupils' academic progress is satisfactory.

Pupils very much enjoy school and attendance is above the national average. Most pupils' behaviour is excellent, both in lessons and around the school. Pupils have an impressive understanding of the importance of keeping safe and the principles of a healthy lifestyle. The advanced Healthy Schools and Active Mark Gold awards indicate the school's success in encouraging pupils to eat healthily and take exercise. Pupils value the school council both as an opportunity to discuss issues and for the changes it has brought about. They work hard for a range of charities. Pupils are particularly aware of environmental issues, partly as a result of the work for Eco Schools Green Flag award. Pupils are well prepared for the next stage of education through the school's strong links with local secondary schools.

Pupils arrive in Reception with standards that are slightly below average for their age. Recent improvements in teaching and assessment, together with much better facilities in the new building, mean that progress in Reception is now good. Pupils then make satisfactory progress in Years 1 to 6, so that by the end of Year 6, standards are average and pupils' achievement is satisfactory overall. However, there is some variation between subjects: achievement is good in English, satisfactory in mathematics and not as good as it should be in science.

The quality of teaching and learning is satisfactory. Teaching is good in Reception, but more variable in Years 1 to 6. Some factors are consistent across different classes. For example, relationships between teachers and pupils are always friendly and respectful so that classrooms are calm and orderly. However, there is considerable variation in how successfully pupils learn. In the occasional outstanding lesson, there is a very quick pace and pupils are excited by the challenge that is presented. By contrast, in satisfactory lessons, although pupils are occupied with relevant activities, they are not always learning as well as they might, either because they are doing something rather undemanding or because they are not quite clear what is expected of them.

The curriculum is good and meets pupils' needs well. French is taught all through the school, providing a valuable extra experience. Pupils and their parents appreciate the very wide range of extra-curricular activities that make such a strong contribution to personal development.

Care, support and guidance are good overall. The school cares very well for all pupils, including those who are vulnerable. Pupils say that there is always someone to turn to if they have a problem, and they are confident that any isolated incidents of bullying are dealt with effectively by the school. The tracking of, and support for, pupils' academic progress is good in English but less effective in mathematics and science.

Leadership and management are satisfactory. The headteacher and her team are clearly determined to provide a high quality of education for pupils. The headteacher has led the school successfully through a demanding period of planning for, and moving into, a new building, together with a significant increase in the number of pupils on roll, with many coming into school during Key Stage 2. There have also been changes in staffing, with some staff illness

and several inexperienced teachers joining the staff. Throughout this time, the leadership team has been successful in maintaining generally satisfactory achievement by pupils and in keeping up the strong emphasis on personal development. The headteacher has also identified weaknesses in Reception and Years 1 and 2, and taken successful action to overcome them. Hence, standards are now rising in Years 1 and 2. Monitoring and evaluation has not yet had a similar impact in Years 3 to 6 and achievement at this stage, although still satisfactory, has fallen for two years in succession. The school knows what needs to be done to correct this and has demonstrated, with the younger pupils in school, the ability to take effective action. Hence, it is well placed for further improvement.

### **What the school should do to improve further**

- Raise standards in science and mathematics in Years 3 to 6.
- Improve teaching to make sure that pupils make the best possible progress, by ensuring that tasks provide the right degree of challenge for all and that pupils are clear about what is expected of them.
- Improve leadership and management by increasing the effectiveness of monitoring and evaluation of the work of the school.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average in Key Stage 1 and Key Stage 2 and pupils' achievement is satisfactory. In some years, pupils arrive in Reception with weaknesses in literacy skills and, in the current year group, social skills are not as good as expected. Improved provision in Reception is resulting in pupils making good progress and reaching standards that are average when they move into Year 1.

In Years 1 to 6, pupils achieve well in English, making good progress in both reading and writing. Pupils' handwriting is significantly better than expected as a result of the school's recent emphasis on developing this skill. However, pupils' progress is not as good in mathematics and science. The school is taking sensible steps to overcome this weakness, notably in providing better 'booster' arrangements in mathematics and more opportunities for investigative work in science. In 2006, some boys with learning difficulties and/or disabilities did not do as well as they should in the Year 6 tests. The school has tightened its planning for supporting these pupils and all groups of pupils are now achieving at least satisfactorily in lessons and in their written work.

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

### **Grade: 1**

Pupils' spiritual, moral and social development is outstanding. The school's surveys of parents' views confirm that this is the reason why many parents choose the school for their children. Pupils are polite, cooperative and friendly. They maintain excellent behaviour and positive attitudes to learning, even when the teacher is not entirely successful in holding their concentration. As they go through school, pupils develop an increasing awareness of the needs of others, both within school and in the wider world. They are well aware, for example, of the problems of racism in Britain and are determined that it should be eliminated. They value the house system which, along with the group targets that are part of the Investors in Pupils scheme, helps them to develop a team spirit. Pupils enthusiastically take on many responsibilities in school, notably when Year 6 pupils are 'buddies' for younger pupils. They particularly enjoy

the various themed weeks and speak enthusiastically of a Healthy Week when they did 'warm ups' with the headteacher outside school as they arrived to start the day.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers plan lessons carefully and some use very good resources, including chickens and tadpoles alongside the more usual apparatus and books, to gain pupils' interest and fire their imagination. They manage pupils well so that excellent behaviour is maintained. Marking of pupils' work is regular and helpful. The school's system of 'two ticks and a wish' provides pupils with congratulation and encouragement as well as advice on how the work could be improved further. However, pupils' learning, although usually at least satisfactory, is not consistent in quality. The temporary and inexperienced teachers joining the school over the past few years, while generally having competent basic teaching skills, are not always successful in applying those skills to produce good learning. For example, activities are sometimes allowed to go on too long so that pupils' attention wanders, instructions are not always entirely clear so that pupils are not immediately sure what they need to do and tasks are not always challenging enough.

### **Curriculum and other activities**

#### **Grade: 2**

The school's curriculum is carefully planned to include a suitable emphasis on developing essential skills in literacy, numeracy, and information and communication technology, resulting in the award of the Basic Skills Quality Mark. Slight weaknesses in the curriculum for both mathematics and science have been identified by teachers and are being addressed. An interesting programme of topics provides pupils with opportunities to explore the links between different subjects. Pupils with learning difficulties and/or disabilities receive good individual help outside lessons when necessary and also effective support in class. The very wide range of extra-curricular activities makes a strong contribution to pupils' personal development. Alongside the sports, drama and musical opportunities, pupils also have a chance to grow their own vegetables in the school allotment. As they waited in the queue for the school's excellent lunch, two pupils described their sense of achievement when their school-grown vegetables appeared on the lunch menu.

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

#### **Grade: 2**

The school provides very good pastoral care and support for all its pupils, including those who are vulnerable. The attention that staff give to the needs of individual pupils makes a strong contribution to their excellent personal development. The school works closely with external agencies in providing support. Procedures for child protection, for vetting staff and for ensuring pupils' health and safety all meet current requirements. The arrangements for guiding and supporting pupils' academic progress are improving. Pupils' progress is carefully tracked and they know how well they are getting on in relation to their target levels. They are well informed about how to get to the next level in English, but this good practice has not yet been extended to mathematics and science.

## Leadership and management

### Grade: 3

The headteacher monitors and evaluates the work of the school but there is only limited involvement of other staff with leadership responsibilities in this process. Monitoring, therefore, has not been fully effective at identifying and overcoming weaknesses, particularly in Years 3 to 6. This is also responsible for the fact that the school's self-assessment is more positive than inspection findings in relation to overall effectiveness, teaching and learning, and leadership and management. Nevertheless, all the issues identified in the previous inspection have been addressed. Staff development is a high priority for the school and has been recognised by the award of Investors in People status. For example, two former teaching assistants are about to achieve qualified teacher status. The governing body was re-formed in 2006 and many governors are relatively inexperienced in their roles. They are keen to support the school and understand its main strengths and weaknesses. However, they do not yet receive enough clear information, particularly on standards and achievement, for them to take a full part in monitoring the work of the school and asking challenging questions.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Inspection of Rawdon Littlemoor Primary School, Leeds, LS19 6DD

As you know, I visited your school today to find out how well it is getting on.

Thank you very much for making me so welcome and for making my day so interesting and enjoyable. In particular, thank you those of you who talked to me and told me what you thought about the school. I was especially interested to hear about the allotment and the vegetables that you grow to eat as part of school lunches.

I was particularly impressed by your very good behaviour, the friendly atmosphere around the school and how very well informed you are about how to stay safe and lead a healthy life. You said how much you appreciate the very wide range of activities that the school provides for you.

However, I found that there are some things that should be improved. At present, you do not do as well in mathematics and science as you do in English. I have therefore asked the school to help you do better in these subjects. Also, I have asked your teachers to help you make faster progress in your lessons. I hope you will play your part and try even harder with your work. I have also suggested that senior teachers check more carefully to make sure that everything is going well throughout the school.

I wish you all every success in the future.