

Rawdon Littlemoor Primary School

Inspection report

Unique Reference Number	107810
Local Authority	Leeds
Inspection number	336954
Inspection dates	15–16 October 2009
Reporting inspector	Carmen Markham

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair	Mr Arthur Rawnsley
Headteacher	Mrs Shelagh Henderson
Date of previous school inspection	0 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, and held meetings with governors, staff, groups of pupils and parents and carers. They observed the school's work and looked at documentation including the school improvement plan, school policies and details of the progress made by pupils. Questionnaires returned from parents and carers were also scrutinised.

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

- pupils' progress in Key Stage 1
- the effectiveness of the management of attendance, as attendance figures have been declining
- the impact of improvements to monitor and develop teaching on standards and progress for all pupils including those with special educational needs and/or disabilities
- whether care, guidance and support has sufficient regard for safeguarding the effectiveness of leadership and management in the Early Years Foundation Stage particularly in relation to children's progress.

Information about the school

Rawdon Littlemoor Primary School is larger than average. The percentage of pupils eligible for free school meals is low. The proportion identified with special educational needs and/or disabilities is a little below the national average. A larger than average proportion of these pupils have hearing impairments. 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 school admits pupils full time from the age of four into its Early Years Foundation Stage. The school has been awarded the Healthy Schools and Stephen Lawrence awards in addition to Investors in Pupils, Investors in People, Basic Quality Mark, Activemark (Gold) and the Inclusion Charter Mark. The privately run pre-school and before- and after-school clubs are inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and very inclusive school with outstanding features. Its outstanding curriculum and exemplary care, guidance and support ensure that pupils develop the skills and positive attitudes required for a lifelong love of learning. Their spiritual, moral, social and cultural development is outstanding and their behaviour is excellent. Pupils readily take responsibility for their health and safety.

By the end of Year 6 pupils' attainment is above average in English, mathematics and science. Their achievement is good in relation to their attainment on entry to the Reception class when their skills are broadly in line with, but sometimes below, levels expected for their age. However, pupils in Key Stage 1 make slower progress than elsewhere in school. In part, this reflects staffing changes. Although pupils attain standards in line with the national average at the end of Year 2, pupils in Years 1 and 2 are not fully involved in their learning and targets are not as challenging as they should be. In Key stage 2, where much teaching is outstanding, pupils' progress accelerates because they are fully engaged in, and motivated by, their learning. Their proficiency in basic skills, their very good personal and social skills and above average attendance prepares pupils well for the future.

The senior leadership team and governors work together well to ensure that pupils enjoy their learning and take responsibility for themselves and their environment. The carefully planned management structure includes all teachers in the monitoring and evaluation of progress and planning for improvement. Teaching assistants make an excellent contribution to the school and to the good progress of pupils with additional learning needs, including those with hearing impairments. All teachers are responsible for managing the performance data for their class and using it in planning. The impact of this work is seen in the considerable improvement in teaching, monitoring and standards since the previous inspection. This indicates that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Accelerate the progress of pupils in Key Stage 1 by:
 - developing more challenging targets
 - improving the consistency and quality of short-term planning
 - ensuring that planning clearly identifies how the needs of different groups of pupils will be met
 - involving pupils in more activities to develop their learning.

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Outcomes for individuals and groups of pupils

2

Pupils' achievement and their enjoyment of learning are good in Key Stage 2 but are more variable in Key Stage 1. Standards are broadly average in reading, writing and mathematics at the end of Year 2. In Key Stage 2 pupils make much faster progress. A larger than average proportion of pupils attain the higher Level 5 in English, mathematics and science. Classroom observations confirm that standards are above average overall. By Year 6 pupils are confident, articulate, independent learners skilled in research, and information and communication technology (ICT) and knowledgeable about the world in which they live. In lessons in Key Stage 2 the content and quality of writing is good because of exceptional provision for writing. This ensures that pupils have lots of opportunities to write for many different purposes. There is no significant difference over time between the performance of girls and boys in school. Pupils who speak English as an additional language usually make very good progress. Those with special educational needs and/or disabilities often make better progress than their peers nationally.

Pupils regularly consider a range of ethical issues related, for example, to responsibility for the environment and the difference between the lives of people who live in poverty and those who have plenty. The school's eco council provides an excellent forum for these debates. Pupils readily consider what it is really like to live in a different place or time and this results in sensitive and thoughtful writing and real empathy with others. This contributes very effectively to their mature attitudes to each other and their willingness to take on a range of responsibilities to serve the school community. An excellent example is the Year 6 buddies who partner children in the Reception class to ensure that they feel part of the school community. Pupils make regular and well-informed contributions to local charities that support their experience of enterprise and community cohesion. Pupils explained in their questionnaires how proud they are to belong to a school where all cultures are welcomed and valued.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1

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

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	
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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 Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The progress of pupils and the quality of teaching seen indicates that teaching is stronger in Key Stage 2 than in Key Stage 1. In all lessons the classrooms are very well managed and organised. There are positive relationships between pupils and staff and behaviour is excellent. Progress is never less than satisfactory and it is frequently good or outstanding. In the better lessons questioning is very skilful, teachers have good subject knowledge and make very good use of ICT to extend thinking and understanding. Planning is very thorough and in most classes identifies the needs of all groups of pupils and how they will be supported by teaching assistants. However, planning is not consistent across the school and does not always provide sufficient direction so as to ensure that the various needs of different groups of pupils are fully met, especially in Key Stage 1. The majority of teachers use marking and assessment well to help them plan lessons that will meet the needs of pupils. They also ensure that pupils have targets and know how to improve their work but targets are not always as challenging as they should be for younger pupils. Assessment is used effectively to identify pupils who require additional support and extension activities. In the best lessons pupils are fully involved in assessing their own progress and they demonstrate very good understanding of their strengths and areas that require development. Pupils make limited progress in lessons where they sit on the carpet for too long and are not actively involved in their learning.

The school provides an excellent curriculum. It gives pupils a wealth of vibrant learning experiences to support their learning and places a strong emphasis on promoting all pupils' personal development. All pupils benefit from the strong cross-curricular links that place learning in a real context and make it more meaningful and relevant. For example, a topic of apples was used imaginatively to underpin learning in science where pupils used their mathematical knowledge and understanding to record and interrogate tables about apple tasting. Provision for writing has improved since the last inspection and teachers create innovative opportunities for pupils to explore many different forms of writing. A very good range of school clubs and enrichment activities that are well attended add to pupils' enjoyment. There is a particularly strong emphasis on creative artwork, healthy lifestyles and eco awareness.

The high levels of care, guidance and support reflect the aims of the school. Pupils

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receive very well-targeted support and there is additional help for those pupils with specific additional needs and/or disabilities to enable them to be included in all school activities. Where needed, the more vulnerable pupils are supported well by teaching assistants and other professionals such as educational psychologists. The school can point to striking examples of where it has helped individuals and groups of pupils to overcome significant barriers to their education. Very good transition arrangements between classes and with the receiving secondary school ensure that pupils' needs are well known and they are able to settle quickly into their new class or school. The school has very good and successful strategies to ensure good attendance. The impact of this was seen recently when swift action was taken to restore a brief dip in attendance to its previous above average level.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and her team have been very effective in driving improvement and embedding ambition since the previous inspection. Monitoring and self-evaluation is rigorous and priorities for improvement are very appropriate. The leadership team recognises that Key Stage 1, and in particular Year 2, pupils are not performing well and is currently addressing the issue through the school development plan. However, this is a weakness that should have been tackled earlier. The school effectively engages parents and carers, partner schools and external agencies in supporting the learning and well-being of pupils. A real strength is the school's excellent promotion of equal opportunity that is at the heart of the community and confirmed by the school's growing popularity in relation to the success of pupils with hearing impairment. Community cohesion is well developed in the school and local community and the work undertaken towards the Stephen Lawrence Award has done much to enable pupils to learn about and reflect on a range of cultures. The school development plan is now actively extending this learning to global communities. Well-informed and effective governors support the school very well and bring a full range of skills to help the school develop. They are linked to classes so have a very good knowledge of the school and curriculum and can challenge very effectively. Governors have ensured that all statutory regulations are met and that good safeguarding arrangements are in place.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

This is a welcoming and inclusive setting where the learning and developmental needs of all children are well met. They make good progress. The majority of children enter the school with skills and abilities that are usually in line with those expected nationally, though this varies from year to year depending on the mix of pupils. By the end of the Reception Year children's level of development, as shown in very comprehensive individual records, generally exceeds age-related expectations.

Both indoor and outdoor provisions are of the same good quality enabling children to experience many interesting and varied learning activities. Children play together, take turns and cooperate with each other well. They also play well independently, becoming active, curious and inquisitive learners. Staff work together as a strong team. Good support is given by experienced, knowledgeable and caring teaching assistants who ensure that activities are well planned and resourced so that all children make good progress.

Parents and carers feel fully involved in the start of their children's education. Strong links are made with families before children start school and this helps children to settle in quickly. Relationships with parents and carers are positive. They value the quality of the provision and the progress that their children make. Children's welfare is of paramount importance and comprehensive policies and procedures ensure that children are protected and well supported. Leadership is good and managers show a clear understanding of the strengths and weaknesses of the setting. They are currently developing methods of data collection and analysis to improve their monitoring of children's progress.

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

A minority of parents and carers responded to the questionnaires. Parents and carers are overwhelmingly positive about the school. Typical comments refer to the excellent curriculum, the very good care of children, their good progress and their enjoyment of school. Parents and carers of pupils with special educational needs and/or disabilities warmly praised the work the school has done to help their children. A significant number of parents and carers commented on the effectiveness of the leadership and management of the school. Typically parents and carers reported that: 'The school has a great feel to it and has a good ethos. Parents have nothing but praise for this school and the quality of teaching. The curriculum is taught in a creative and engaging way and all children are encouraged to find their own inner star and shine. Both emotionally and educationally all needs are met. '

An extremely small minority expressed concerns about behaviour, bullying, too much homework, playground accidents and too few reports on children's progress. The inspectors could find no evidence to substantiate these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rawdon Littlemoor 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
The school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	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 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"> ■ 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.



19 October 2009

Dear Pupils

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

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. You were all very helpful and polite and showed a lot of enthusiasm for your work. In particular, I must thank the pupils who gave up some of their time to talk about their work with some of us. I enjoyed your wonderful artwork and cultural displays, particularly on the Egyptians and the Victorians

Rawdon Littlemoor is a good school with some outstanding features. Your spiritual, moral, social and cultural development is outstanding and your behaviour is excellent. You are kind and considerate to each other and take responsibilities in school. I was very impressed by Year 6 buddies who partner Reception class children to introduce them to the school community. You make good choices to help you to stay fit and healthy. You really enjoy school because your topics are so interesting that you have fun while you learn. Therefore, your attendance is above the national average and you are punctual. You are learning how to improve your work and most of you make good progress. Your school is well led and managed and staff look after you very well so you are right to feel safe in school.

One of the reasons for my visit was to see how your school can improve. I think that although pupils in Years 1 and 2 make satisfactory progress they could do better. Therefore, I have asked your school leaders to help pupils in Years 1 and 2 make faster progress.

I wish you every success for the future.

Yours faithfully

Mrs Carmen Markham

Lead inspector

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