

# Clifton with Rawcliffe Junior School

## Inspection report

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<b>Unique Reference Number</b>	121375
<b>Local Authority</b>	York
<b>Inspection number</b>	313966
<b>Inspection dates</b>	18–19 September 2007
<b>Reporting inspector</b>	Clive Petts

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>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	298
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr V Taylor
<b>Headteacher</b>	Mr C Wigley
<b>Date of previous school inspection</b>	October 2003
<b>School address</b>	Rawcliffe Lane Clifton York North Yorkshire YO30 6NS
<b>Telephone number</b>	01904 624568
<b>Fax number</b>	01904 685577

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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	18–19 September 2007
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Clifton with Rawcliffe Junior School is an above average size school. It is now part of a federation with its partner infant school with which it shares the same governing body and headteacher. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of educational need is half the national average.

### Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

Clifton with Rawcliffe Junior School is a good and improving school. It has a number of outstanding features. The school succeeds well promoting the principle that every child matters. The headteacher has established a particularly strong, caring ethos in which pupils feel safe, secure and happy. Parents are particularly appreciative with a typical comment, 'staff are very caring and approachable'. Attendance and behaviour are excellent and this is reflected in pupils' enthusiasm and mature, sensible attitudes around school. They point out that staff listen to them carefully and are always on hand to tackle any concerns or worries they may have. Many lively displays in classrooms are provided for pupils despite the limitations of the buildings. These enrich their learning.

Pupils' achievement is good. Attainment on entry varies little from year to year and is slightly above average. Pupils benefit from good quality teaching and learning to attain above average standards overall. Parents recognise this good quality of provision. 'All my children have progressed wonderfully well and with confidence' is a typical comment. Pupils settle in quickly and increasing numbers are making consistently good progress as they move through the school. The most recent test results and the analysis of pupils' work during the inspection show a clear trend of improvement. Rising achievement is the result of a range of strategies successfully implemented. The curriculum has been enriched and increasingly well targeted intervention and support is provided for those who need it. Although teaching effectively meets the needs of most pupils, teachers do not always set tasks that fully challenge the most able. This affects their progress, particularly in science. By the end of Year 6, standards in mathematics are well above average and in English they are above average. However, standards in science are broadly average. Pupils with learning difficulties and/or disabilities make good progress because their learning is well managed and supported.

Pupils' personal development and well-being is good. They have positive attitudes towards their learning and respond well to teachers' direction and guidance. Much emphasis is placed on 'looking out' for one another and pupils show much care and sensitivity when supporting and helping each other in their learning. All are well cared for and appreciate the quality of support they are given by staff. They show good awareness of the benefits of adopting a healthy lifestyle and enjoy their involvement in sport. The whole school takes pride its success, for example, winning the national English Schools Football Association trophy. School trips, including residential visits, are extremely popular and are much appreciated by all pupils. Their contributions to the life of the school and local community, in conjunction with their good basic skills, helps to ensure they are effectively prepared for later life. Pupils have responded enthusiastically to recent changes in the curriculum in which teachers have made stronger links between subjects.

Leadership and management are good. Despite the protracted involvement of the headteacher in establishing the federation over the last three years and managing repair work in the infant building following two floods, improvements to pupils' achievement and their standards have been realized. The school's knows its strengths and weaknesses well. Current systems to check on the quality of teaching and learning are not currently robust enough to ensure that all teachers consistently

challenge pupils and make sure that all learning has a constant focus on achievement.

## What the school should do to improve further

- Ensure that the most able pupils are consistently and effectively challenged in all lessons.
- Raise achievement and standards in science.

## Achievement and standards

**Grade: 2**

Pupils achieve well. The 2007 national test results indicate an overall rise in standards, with a significant improvement in mathematics. The school has successfully implemented a range of strategies to raise standards and improve achievement. It has worked hard, for example, to improve the challenge for more able pupils. Whilst this has been particularly successful in mathematics, it has been less so in science. In mathematics, a well above average proportion of pupils reached the higher level in the tests but in science, not enough pupils reach the higher level. Standards in writing are rising rapidly because of effective whole school measures to improve presentation, accuracy and range of writing style. The good achievement of pupils with learning difficulties and/or disabilities is the result of effective intervention and support.

## Personal development and well-being

**Grade: 2**

The pupils' very good spiritual, moral, social and cultural development is underpinned by their positive attitudes, their enthusiasm for school, their excellent behaviour and safe approaches to all activities. Pupils make good progress in learning how to share, in taking turns, being responsible for their own actions and working independently. They gain much from a wide range of cultural experiences. However, their understanding of different races and cultures is less well developed. Older pupils are able to take responsibility in their stride, for example, acting as playground mediators in order to promote positive relationships. They also value the contributions they can make through the school council. Pupils know how to keep safe and healthy. They make thoughtful dietary choices and appreciate the range of sporting and recreational activities available. They demonstrate an awareness of the consequences of adopting a less healthy lifestyle.

## Quality of provision

### Teaching and learning

**Grade: 2**

Very good relationships between adults and pupils are evident in all lessons. Teachers and learning support staff are skilled in managing behaviour. Nearly all pupils are eager to learn, listen carefully and make valuable contributions to class discussion. The use of information and communication technology (ICT) in

classrooms is good and making learning more active. Over the past year, staff have implemented teaching strategies that provide a greater focus on challenge and pace to raise achievement. Most lesson plans now reflect careful consideration of the needs of individual pupils, which is having a positive effect on raising achievement. However, on some occasion plans lack a sharp enough focus on matching task to ability for the whole lesson. Where this occurs it leads to insufficient challenge and pace, particularly for the most able. The work of support staff is highly effective enabling pupils with learning difficulties and/or disabilities to make good progress

## **Curriculum and other activities**

**Grade: 2**

The curriculum is good and effectively meets the needs of pupils. Recent changes to the curriculum have led to the more effective use of a thematic approach. There is good emphasis on developing the basic skills of literacy, numeracy and ICT. Pupils have plenty of opportunities to practise these across a range of subjects. Performing arts and modern foreign languages enhance the richness of the curriculum. The promotion of literacy and language skills are evident in a range of enrichment activities, for example, writing and recording podcasts and preparing animation scripts in technology. This fresh approach to curricular planning is having a positive impact on teaching and learning. Pupils are aware of the changes and appreciate increased practical approaches to their learning. The curriculum effectively meets the needs of pupils with learning difficulties and/or disabilities. There is a good range of extra curricular clubs that are well attended.

## **Care, guidance and support**

**Grade: 2**

Care, guidance and support are good overall. The quality of pastoral care is extremely good. Supportive, caring relationships result in pupils respecting and trusting staff. They are very effective in supporting both pupils and parents. Any issues or concerns are resolved quickly. Well-managed arrangements help pupils settle very quickly when they arrive from the infant school. Systems to ensure the health, safety and welfare of pupils are robust. Pupils receive good academic guidance to support their progress. The school has benefited from the federation's determination to establish more reliable assessments at the end of Year 2, before pupils enter the junior school. This has improved the accuracy of both target setting and the checks on pupils' progress in Years 3 to 6. Targets are realistic and challenging. Both teachers and support staff make effective interventions when some pupils' progress slows.

## **Leadership and management**

**Grade: 2**

Leadership and management are good. The headteacher has a clear vision for the school and has the necessary drive to improve provision. Standards are rising and achievement is improving overall because of the steps the school has taken. Overall the school has made good progress since the last inspection. The headteacher is determined that staff continue to develop those skills that will ensure that all pupils achieve well. Great care is taken to recruit well-qualified teachers and to spread the knowledge and skills of staff, particularly for the benefit of those newly qualified.

Sharing good practice is an increasing feature of professional development. The recently established senior leadership team now effectively analyses staff and pupils' performance. This is enabling them to establish priorities that will bring about sustained improvement. Middle managers are now more influential in raising achievement and standards. Rising standards and improving achievement, together with good improvements since the last inspection indicate that the school has a good capacity to improve further. The school gives good value for money. Governance is good. Governors play an active part in supporting the school and providing expertise. They have a grasp of strengths and weaknesses and hold the school to account. Even so, too few are sufficiently involved in tackling issues related to achievement and standards.

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## Annex A

## Inspection judgements

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

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards <sup>1</sup> reached by learners	<b>2</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and disabilities make progress	<b>2</b>

### Personal development and well-being

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

### The quality of provision

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

<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.

## Leadership and management

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



20 September 2007

Dear Pupils

### **Inspection of Clifton with Rawcliffe Junior School, York, YO30 6NS**

Thank you for the very friendly welcome to your school and for being so helpful when you met with the inspection team. We thoroughly enjoyed talking to you about your work, speaking with your headteacher and staff and joining you in your lessons and assembly. We think you go to a good school.

When we spoke to you, you told us that you really enjoy coming to school and being with your friends. Your excellent attendance shows that you enjoy school life. We were very pleased to see you behave so very well and getting on together. Your parents and carers also told us how very pleased they were with the way the school cares for you.

The recent national test results in Year 6 showed that you are doing well overall and your work is improving. This is good news and of course everyone is very pleased. We have asked the school to think about ways to make sure standards continue to rise especially in science. We think that some of you are occasionally given work that you find a little bit too easy, so we have asked the teachers to try to make sure that the work set is at just the right level for you in all your lessons.

You have an important part to play improving your school. You can help by listening carefully to the advice of your teachers and support staff and by trying hard to produce the best work that you possibly can, especially in science.

We hope the school will continue to build on this year's success and we wish you well for the future.

Yours sincerely,

Clive Petts  
Lead Inspector