

# Clifton with Rawcliffe Infant School Site

## Inspection report

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<b>Unique Reference Number</b>	121348
<b>Local authority</b>	York
<b>Inspection number</b>	313959
<b>Inspection dates</b>	2–3 July 2008
<b>Reporting inspector</b>	Mrs Rosemary Rodger

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Vic Paylor
<b>Headteacher</b>	Mr Chris Wigley
<b>Date of previous school inspection</b>	May 2004
<b>School address</b>	Eastholme Drive Rawcliffe Clifton York North Yorkshire YO30 5TA
<b>Telephone number</b>	01904 624772
<b>Fax number</b>	01904 624772

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<b>Age group</b>	3–7
<b>Inspection date(s)</b>	2–3 July 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an above average-sized infant school. It is federated with a nearby junior school and shares the same headteacher and governing body. Most pupils are from a White British background with a small number of pupils from Asian or African heritages, most of whom are fluent in speaking English. The proportion of pupils with learning difficulties and/or disabilities is below average. The area served by the school is advantaged socially and economically. This is reflected in the very small number of pupils eligible for free school meals. Over the past few years, the school has undergone significant disruption due to flooding and many changes in teaching staff. Recent awards include: Investors in People; Basic Skills Quality Mark; Healthy Schools; and an information and communication technology (ICT) BECTA mark.

## 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 School is an effective school which is improving at a good rate following its recent disruptions. The majority of parents are supportive of the school. This is typified by such comments as, 'It places importance on learning from a young age,' and 'There is a huge commitment and desire for children to do well.' However, a significant minority has raised concerns about communication between school and home. Achievement and standards have improved overall this year following a dip in the 2007 national assessments. Standards are above average in Year 2 in reading and mathematics. They have fallen but are broadly average in writing. However, overall achievement and progress are good. The Foundation Stage is outstanding.

Personal development and well-being are good. Pupils are happy in school, enjoy their work and generally behave well when they are fully engaged in learning. They say they feel safe in school. Healthy lifestyles are promoted very well. Many pupils cycle or use a scooter to reach school. They say their lunches are, 'lovely and healthy' and they know what constitutes a healthy packed lunch. Teaching is good with some examples of outstanding mathematics teaching. The skilled use of whiteboard technology means that pupils are helped to understand fairly complex problems with the gentle and skilled encouragement of their teachers. Pupils with learning difficulties and/or disabilities are supported well in lessons and they, too, make good progress. The talents of specialist subject teachers from the partner junior school enrich the good curriculum by teaching French, ICT and science on a regular basis. However, opportunities to apply writing skills in subjects across the curriculum are less well promoted, though the school has already identified this as a development issue through its own self-evaluation. Visits to the theatre, museums and galleries provide good enhancement activities. The care, guidance and support provided for pupils are good. The academic guidance for pupils is also good. Assessment data are used to identify pupils at risk of falling behind. Very effective arrangements are in place to ensure pupils have a smooth transition from class to class and from the infant site to the junior site.

Leadership and management are good. A high priority is given to creating a strong team, working across both the infant and the junior site. Key senior roles are in place and effective on the infant site.

## Effectiveness of the Foundation Stage

**Grade: 1**

Quality and provision in the Foundation Stage are outstanding because of the exemplary leadership of the team leader and the creative and innovative curriculum for children inside and outside. Based on their broadly average starting points in the Nursery, children make excellent progress and reach high standards in all areas of learning by the time they start in Year 1. Planning is thorough and effectively balances adult-led activities with children choosing for themselves where they want to play. Teamwork is a very strong feature. Excellent resources and equipment mean that children's learning is enriched at every turn; for example, before rushing to exercise in the outdoor 'gym', children signed up for sports day races later in the day. Other children extended their literacy skills by reading the instructions to prepare a stir-fry, skilfully supported by an adult. In whole group sessions, children

were engrossed in their role of 'secret agent' as they explored a top secret chest to read numbers and solve fairly challenging number problems. Teaching is excellent because of the innovative ideas to extend learning and enjoyment that abound throughout the area. Basic skills are superbly promoted through a wide range of role play areas inside and outside. Children's personal, social and emotional development is excellent as a result of the independence and responsibilities given to them.

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

- Provide pupils with more opportunities to apply writing skills across the curriculum in order to raise standards in writing.
- Ensure more effective working relationships with parents.

### **Achievement and standards**

**Grade: 2**

Standards by the end of Year 2 are above average, except in writing where there has been a fall in the number of pupils reaching the higher levels because there are too few opportunities for pupils to write independently. Generally, however, actions to bring about improvements in the past year are proving effective. The more able pupils are making the required rate of progress, which is a marked improvement on last year. All pupils, including those with learning difficulties and/or disabilities and those who speak English as an additional language make good progress because their learning is matched to their needs. A well planned intervention programme provides additional literacy support for pupils at risk of underachieving. Parents understandably praise the progress made by the children learning to speak English as an additional language.

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

**Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. They are alert and cooperative in lessons. When given the chance to discuss and to role-play, they take the opportunity sensibly and often enter the part they are playing energetically. Pupils enjoy their lessons. They learn to eat healthily and live healthy lifestyles. Pupils learn skills and gain knowledge that will support their future education and later lives well. They play together happily on the playground, sometimes enlarging on learning experiences in class, for example, making a witches' brew after making up spells in class. Playtime 'buddies' effectively ensure that no child is isolated. Behaviour is good generally, although in the occasional lesson pupils are easily distracted when explanations are unclear. They know about different cultures and are proud of their fund-raising efforts to support children in Africa. Pupils take on responsibilities and work independently; for example, they cleared away all the play equipment from the playground, willingly and without being prompted to do so. Pupils care for each other, as shown when a child had the opportunity to take part in a favourite activity just ahead of another child. The lucky child immediately turned and said he would make sure the other child had a turn. Pupils show a high level of self awareness, for example, one child stated that, 'You have to be honest with yourself.' Attendance is above average.

## Quality of provision

### Teaching and learning

**Grade: 2**

The quality of teaching and learning is good with some outstanding teaching of mathematics. Opportunities to promote healthy lifestyles are well promoted in lessons, for example, pupils understand the importance of exercise in physical education because they are encouraged to examine the changes in their heart rate. Lessons are well planned and matched to the range of abilities in each class, including the mixed age classes. Teachers encourage pupils calmly and nurture quieter pupils so they develop in their confidence. Whiteboard technology effectively provides vibrant illustrations, for example, to assist pupils to understand mathematical problems. Questioning is probing and learning objectives shared with pupils. The pace of learning is usually brisk and lessons are well managed and resourced. Teaching assistants play a key role in supporting both the more and the less able pupils. This has a good impact on ensuring pupils' work is matched to their individual needs and they make good progress. Occasionally, lesson introductions are too long which leads to some untypical restlessness by the pupils. Good behaviour and attitudes to learning are generally a strong feature of most lessons. Assessment is good. Pupils' work is marked regularly and sometimes there are clear indications of what the pupils have done well and what they need to improve, linked to class or individual targets. Parents' views are mixed about their involvement in their children's learning, with a significant minority feeling that too little is done to include them in the life of the school.

### Curriculum and other activities

**Grade: 2**

The good curriculum meets all statutory requirements. It successfully promotes pupils' learning of basic literacy, numeracy and ICT skills. Improvements to the ICT curriculum since the previous inspection are notable and reflected in the pupils' competence in using ICT across the curriculum. The runner-up award in the local authority competition for the animation of 'The Little Red Hen' story reflects pupils' talents very well. However, opportunities to apply writing skills in lessons other than literacy are less well promoted. The introduction of the international primary curriculum provides a sound basis to enable pupils to learn about life in other countries across the world. Visits and visitors provide exciting enrichment, for example, a local journalist and broadcaster brought alive a topic on making news. The good range of well supported after school clubs adds extra enjoyment to pupils' learning and supports their physical development very well. Pupils with learning difficulties and/or disabilities are skillfully included and supported through well structured individual education plans.

### Care, guidance and support

**Grade: 2**

The care, guidance and support provided for pupils are good. Pupils with learning difficulties and/or disabilities are identified and effective strategies are put in place to support their learning. Parents and outside agencies are closely involved in

monitoring their progress. There is close monitoring of pupils' academic achievement. The information gathered from this is used well to target pupils at risk of falling behind and to provide them with additional support. Arrangements to ensure pupils are kept safe in school and on educational visits are robust and checked regularly. Safeguarding arrangements meet requirements. Pupils feel well cared for and develop their confidence very well because relationships in classes are good.

## **Leadership and management**

**Grade: 2**

Leadership and management are good. The headteacher has established a core leadership team and subject specialists to provide equality in leadership across both schools. This is particularly effective in the way science, physical education and ICT subject leaders teach throughout the two school sites. Monitoring and evaluation are rigorous. The analysis of the 2007 national test results effectively highlighted actions needed to improve standards. A programme of lesson observations and feedback ensures that teachers new to the school know what they do well and what needs to improve. Self-evaluation is extremely thorough. Improvements since the last inspection are good. The headteacher has tackled major building issues resulting from serious flooding efficiently and effectively, along with raising standards in ICT, improving the roles of subject leaders and strengthening the governing body. The school has a good capacity to improve. While the majority of parents are very happy with all the school provides, there is a significant minority who raise concerns covering lateness of information about events and more general communication issues. The school provides good value for money.

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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>1</b>
The effectiveness of boarding provision	<b>NA</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>1</b>
The extent to which learners adopt safe practices	<b>2</b>
How well learners enjoy their education	<b>2</b>
The attendance of learners	<b>2</b>
The behaviour of learners	<b>2</b>
The extent to which learners make a positive contribution to the community	<b>2</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>

## Annex B



4 July 2008

Dear Pupils

**Inspection of Clifton with Rawcliffe Infant School Site, York, YO30 5TA**

Thank you all for helping to make the team's time so enjoyable when we inspected your school recently. We enjoyed speaking to you, your teachers and headteacher. You go to a good school.

You all clearly enjoy school and have learned to live healthily. The bicycle shelter was packed on both days we were in school. This just shows how much importance there is placed on keeping fit. You all work hard and have improved your work a lot this year. Progress in your lessons is good. You really enjoyed the lessons where the whiteboard is used to help you understand your mathematical calculations and when you were grouping flowers. You learn about lots of different countries and have special teachers to teach some topics, for example, when finding out about plants and flowers in science. Your teachers work hard too to make learning fun.

Your Foundation Stage is fantastic. There are so many different activities for the children in the 'gym' and at the 'circus'. Children are encouraged to read in so many different places and learn to write, for example, when they add their names to the list for the sports' day events.

The school has been asked to make sure you have more opportunities for writing. You still need to work hard and do more to improve your writing. You can help by writing at home as well as in school. Many of your parents are very supportive of the school but the school has been asked to make sure they receive information more promptly. Do you sometimes forget to give this information to your parents?

Good luck to you all.

Yours sincerely

Rosemary Rodger  
Lead Inspector