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8 July 2024

Craig Elder  
Executive Headteacher  
Rawcliffe Bridge Primary School  
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Dear Mr Elder

### **Requires improvement monitoring inspection of Rawcliffe Bridge Primary School**

This letter sets out the findings from the monitoring inspection that took place on 27 June 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and took place because the school has received two successive judgements of requires improvement at its previous graded (section 5) inspections.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you, other senior leaders, representatives of the governing body and a representative of the local authority the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited a number of lessons, looked at pupils' work and spoke with pupils. I have considered all this in coming to my judgement.

### **Leaders have made progress to improve the school, but more work is necessary for the school to become good.**

The school should take further action to:

- ensure that the new subject curriculums are embedded securely and consistently in the school's practice so that pupils' learning is secure in their long-term memory.

- ensure that new members of the governing body have appropriate induction so they understand their roles and can confidently support and challenge the school.

## **Main findings**

Since the last inspection in February 2023, you have been appointed as executive headteacher from April 2024. Prior to your appointment, the school has had a period of turbulence within senior leadership. You have overseen a number of changes within the school since your appointment. Some of these changes had already been started by the previous headteacher and the interim headteacher.

Alongside other school leaders, you have taken steps to improve the curriculum. Key knowledge and skills are now explicitly planned into the curriculum. This curriculum is now designed to build on pupils' prior learning and help them to develop a more secure bank of knowledge and skills. As a result, the school's capacity to improve pupils' quality of education has taken positive steps forwards. There has been a focus on the professional development of staff. This has also had a positive impact. Teachers have secure subject knowledge. They model language and vocabulary clearly. This helps pupils understand important concepts that are threaded through the curriculum. Staff use assessment in lessons to help inform future learning. They plan explicit opportunities for pupils to recap and review their prior learning. This helps pupils to revisit and consolidate the key knowledge and skills identified in the detailed curriculum plans. These changes to the curriculum in the school are recent, however, and therefore need more time to become sufficiently secure in their implementation. Further work on refining and embedding the curriculum improvements you have overseen is still necessary. The impact of the work to improve subject curriculums across school is not secure in terms of pupils' recall and understanding of prior learning.

You and your leadership team have taken effective action to address the areas for improvement from the last inspection. Working in partnership with other senior leaders in school and your local authority school education adviser, you have reviewed provision in the school and put things in place to address the areas that required improvement. You have also sought further external advice to strengthen the curriculum offer further. This support has helped secure improvements within the school. However, the school is not reliant on that support for continued progress and improvement. The governing body has experienced a period of turbulence and is now being rebuilt. Governors are increasingly well informed. They now offer more challenge to school leaders, holding them to account effectively.

Lessons in school are engaging. Pupils are active participants in lessons. They have very positive attitudes to their learning. These positive attitudes are prevalent across the school. As a result, pupils have no concerns around other pupils' behaviour or bullying. The school has taken effective action to improve attendance. The proportion of pupils who are persistently absent from school has reduced significantly in the last year and is now below national published figures.

I am copying this letter to the chair of the board of governors, the Department for Education's regional director and the director of children's services for East Riding of Yorkshire. This letter will be published on the Ofsted reports website.

Yours sincerely

Richard Beadnall  
**His Majesty's Inspector**