

# Inspection of Rawcliffe Primary School

Ridding Lane, Rawcliffe, Goole DN14 8RG

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Inspection dates:	24 and 25 June 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Requires improvement</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils are happy and safe at this small, friendly school. The relationships between pupils and staff are positive and respectful. Some pupils need support to manage their behaviour. These pupils get the help they need. Pupils are confident that their teachers do all they can to look after them and to help them to learn. Pupils are encouraged to work hard and are rewarded when they do. They enjoy moving up the class 'behaviour ladder' and the extra break they earn as a result.

Recently, the school has made a number of positive changes. This has raised curriculum ambition and the expectations of pupils' behaviour. Pupils now enjoy a curriculum that is broad and ambitious. As a result, pupils, including those with special educational needs and/or disabilities (SEND), are making stronger progress.

Pupils participate in many sporting competitions. The curriculum is enriched through visits to places such as museums and the theatre. Older pupils are taught basic first aid. This encourages them to be active, responsible citizens. Pupil roles, such as play leaders and school councillors, help pupils to develop their leadership skills. Pupils speak with pride about their contribution to the school.

## **What does the school do well and what does it need to do better?**

The school has been through an unsettling period of staffing disruption. Recent changes to leadership have brought increased stability and consistency to the school. However, some parents and carers do not feel that the school communicates effectively with them. They do not have a clear understanding of their child's school experiences. This includes parents of pupils with SEND.

Reading remains a priority for the school. Staff are highly trained and supported by the school. This helps them to teach phonics well. Pupils who find reading difficult get the support that they need to catch up. Teachers make regular checks on the sounds pupils have been taught. During lessons, staff quickly address pupils' misunderstandings. The school's 'reading diet' introduces pupils to a wide range of texts and authors. Starting in the early years, staff read to pupils with excitement and expression. This encourages an interest in words and stories from a young age.

In other subjects, the curriculum is well sequenced. It builds carefully on what pupils have learned before. In mathematics, new concepts are introduced to pupils clearly. Pupils get regular opportunities to revisit previous learning. This helps pupils to remember more of what they have been taught.

Pupils with SEND are quickly identified. The support these pupils receive is consistently checked and evaluated to ensure that it makes a positive difference. Skilled staff ensure that pupils with SEND access and progress through the curriculum well.

The early years curriculum is ambitious and prioritises children's language and vocabulary. However, the school has not ensured that the curriculum is taught consistently. There is

not enough focus on the development of children's vocabulary. This hinders some children in being able to communicate their thoughts and ideas. As a result, children miss out on practising the ambitious words that the school wants them to know. The school has taken action to improve the learning environment in the early years. Currently, children have limited opportunities to be creative and to develop their independence. Some of the tasks that children complete do not build on what they already know effectively. Consequently, some children do not learn as well as they should. This limits how well prepared they are for the next stage of their education.

Staff have high expectations of pupils' behaviour. Staff take pupils' worries seriously. They talk to pupils about their behaviour and help them to resolve their problems. Pupils feel that their opinions and feelings are valued. The school's motto, 'be kind, be inspirational, be you,' is realised through the positive attitudes pupils have towards each other. Pupils understand the importance of uniqueness and the value of diversity.

The school's personal development programme helps to prepare pupils well for life beyond school. Visits from the police have educated pupils on the dangers they face when they are online. Pupils know the steps they should take to stay safe when using the internet. Older pupils have an age-appropriate understanding of healthy and unhealthy relationships. This includes an understanding of consent.

Those responsible for governance have a detailed picture of the school. They carry out regular checks to monitor the improvements that the school is making. They hold the school to account effectively and recognise the progress being made. Staff are proud to work at the school. They feel that it has improved because of the changes that have been made.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Parents report that the school's communication is too variable. They do not receive the information they need to help them understand their child's school experience. This includes parents of pupils with SEND. As a result, parents hold mixed views about the work of the school. The school should ensure that parents' understanding of its work is supported through proactive and responsive communication channels.
- The school's ambitious curriculum for the early years is not delivered fully. When children are learning through play, the opportunities they get to be creative and develop their independence are too limited. The school should ensure that the classroom environment and the tasks children complete provide them with more opportunities to develop independence and creativity.

- In the early years, there is not enough focus on developing children’s language and vocabulary. As a result, children’s understanding of key vocabulary is not as developed as it could be. The school should ensure that all children benefit from high-quality adult interactions as they learn through play.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child’s school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, ‘[disadvantaged pupils](#)’ is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school’s [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	117892
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10346322
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Susan Craik
<b>Headteacher</b>	Craig Elder (Executive Headteacher)
<b>Website</b>	<a href="http://www.therawcliffeschools.co.uk">www.therawcliffeschools.co.uk</a>
<b>Dates of previous inspection</b>	10 and 11 March 2020, under section 5 of the Education Act 2005

## Information about this school

- The executive headteacher joined the school in April 2024.
- The school is federated with Rawcliffe Bridge Primary School.
- The school does not currently use any alternative provision.
- The school runs a breakfast club for pupils.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the deputy headteacher, other school staff and members of the local governing body, including the chair of governors.
- An inspector met with the local authority school improvement partner.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector spoke to parents at the start of the school day.
- Inspectors reviewed responses to Ofsted's parent survey, Ofsted Parent View. They also considered responses to Ofsted's staff survey.
- To evaluate pupils' behaviour, inspectors visited lessons, analysed behaviour records, met with groups of pupils and observed their play at breaktime and lunchtime.

### **Inspection team**

Chris Pearce, lead inspector

His Majesty's Inspector

Richard Crane

Ofsted Inspector

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