

# Inspection of Rawcliffe Bridge Primary School

Bridge Lane, Rawcliffe Bridge, Goole DN14 8NH

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Inspection dates:	10 and 11 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>Good</b>
Previous inspection grade	Requires improvement

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

Pupils enjoy attending this small primary school. They know each other well and are kind to each other. Staff have high expectations, and pupils make good progress through the curriculum. The school adapts teaching and learning well for pupils with special educational needs and/or disabilities (SEND). This enables all pupils to work together in lessons. The school ensures that pupils mix with other pupils from the federation school and join other schools for sporting events. The school supports pupils during the move to a larger secondary school.

Pupils develop leadership skills. The school council are instrumental in carrying out charity work and fundraising events. Play leaders support activities outside, and lunchtime monitors help in the dining hall. Pupils enjoy trips linked to learning, such as visits to the local church and a science museum. Pupils have the opportunity to play musical instruments and attend an orchestra performance.

Pupils enjoy writing with purpose. They write poetry, which is presented in the local church. They have created a time capsule for the future. Parents and families are invited into school to see published pieces of writing. Staff have high expectations for the presentation of work and pupils respond to this.

Pupils have positive relationships with staff. They behave well and value the praise that they receive. Lessons are rarely disrupted, and pupils respond quickly to staffs' high expectations of behaviour in the classroom and while moving around school.

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

The school has experienced a period of changing leadership over time. This resulted in regular changes to the curriculum. There is now an air of stability. The school works closely with another school in the federation. School staff often work across both schools. This gives additional resource and subject expertise to the school. The school works with external agencies to further enhance the curriculum. Bold moves have been made by the school to adapt the curriculum. The impact of these changes is already showing. Staff deliver the curriculum with confidence. They carefully check the progression that pupils make through the curriculum.

Reading has been a priority across school. Teachers deliver the phonics scheme with consistency. Staff receive effective guidance that helps them to confidently identify any pupils who fall behind. They quickly put additional support in place. Pupils quickly catch up with their peers. Older pupils enjoy the range of books they can choose from. Staff ensure that pupils have opportunities to read to adults and listen to adults read.

The school identified that the mathematics curriculum did not match the needs of pupils. Some pupils had gaps in learning that hindered them from making progress through the curriculum. The school has provided pupils opportunities to revisit previous learning and close the gaps in their knowledge through an adapted curriculum. This helps pupils to achieve well.

Where the curriculum is established, pupils achieve well. In some subjects, the school has not made clear the key knowledge and skills they want pupils to learn. As a result, pupils are not always helped to learn and remember the most important knowledge they need.

The school has high expectations for all pupils. This starts straight away in the early years. Staff have thought carefully about the curriculum design and the environment. Children have areas of provision and activities that support their phonics and mathematical learning. Staff use key vocabulary and questions to support learning when children work in small groups.

Pupils' behaviour is linked to the school's values. They understand the clear expectations. They enjoy the rewards and praise they receive from adults. They know that all adults will help them to resolve issues. Pupils know how to stay safe, both online and outside of school.

The school raises pupils' aspirations through activities such as visits to a local power station and other businesses. Pupils learn about people who live differently to them. They are tolerant and accepting. However, the curriculum does not deepen pupils' understanding of other faiths and cultures as well as it could do.

After a period of change and uncertainty, staff are working hard to build positive relationships between the school and the local community. The governing body supports leaders well. It brings a range of skills and experience that challenge and support the school. Staff feel supported by leaders and enjoy working at the school. There is an air of excitement about the future among staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the knowledge that the school wants pupils to learn is not clear as it is in others. As a result, pupils do not learn the precise knowledge and skills they need. The school should ensure that the important knowledge and skills that they want pupils to learn is mapped out well across all subjects.
- Some aspects of the curriculum do not deepen pupils' understanding of other faiths and cultures as well as they could do. This means that some pupils are not as well prepared for aspects of life in modern Britain as they could be. The school should strengthen these aspects of the curriculum to improve pupils' understanding of different faiths and cultures.

## 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>	117893
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10379352
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	43
<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>Date of previous inspection</b>	27 June 2024, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the federation of Rawcliffe Bridge and Rawcliffe Primary Schools.
- The executive headteacher was appointed in February 2024.
- The school does not make use of alternative provision.

## 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.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Deep dives were carried out in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and their experiences at school. An inspector also spoke to parents at the end of the school day.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour at the school.
- Inspectors reviewed the parental responses received through Ofsted Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire.

### **Inspection team**

Helen Haunch, lead inspector

Ofsted Inspector

Helen Stout

Ofsted Inspector

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