

# Rawtenstall Water Primary School

## Inspection report

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<b>Unique Reference Number</b>	119198
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379750
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	Melvyn Hemmings

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracey Cuthbertson
<b>Headteacher</b>	Jonathan Danson
<b>Date of previous school inspection</b>	17 November 2008
<b>School address</b>	Burnley Road East Water Rossendale BB4 9PX
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## Introduction

Inspection team

Melvyn Hemmings

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 11 lessons or parts of lessons taught by three teachers. Discussions were held with the Chair of the Governing Body, staff and groups of pupils. He observed the school's work and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 31 parents and carers were scrutinised. There was no response to the online questionnaire (Parent View).

## Information about the school

Rawtenstall Water is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils who have special educational needs and those who are disabled is below average. All pupils are of White British heritage. Pupils are taught in three mixed-age classes. It has gained a variety of awards, including the Activemark, and has Healthy School status. The school meets the current government floor standards. The headteacher was appointed after the last inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- Rawtenstall Water is a good school. There has been good improvement since the last inspection. Its main strengths are the drive and ambition of the headteacher, pupils' achievement, the quality of teaching, and behaviour and safety. While the quality of teaching is good, it is not outstanding and this prevents the school from being so. One of the main weaknesses is a lack of sufficient challenge, at times, in lessons. A further weakness is the under-use of the outdoor area in the Early Years Foundation Stage to promote children's writing skills.
- Pupils' achievement is good. They make good progress throughout the school and attain broadly average standards in English and mathematics by the end of Year 6. Pupils' writing is accurately structured but lacks creativity. Pupils have secure mathematical calculation skills but are not adept at applying them to solve number problems.
- Teachers ensure that pupils are fully engaged in their learning and are motivated to do well by effective classroom management and the use of a wide range of resources, including information and communication technology. Teachers use marking and discussion well to guide pupils to their next steps in learning. Pupils' skills in evaluating for themselves how they might improve are underdeveloped.
- Pupils behave well in lessons and around school, and this contributes to it being a friendly and welcoming place in which to learn. Attendance has improved and is above average. Pupils say they feel safe in school.
- Leaders and their management responsibilities have been delegated astutely since the last inspection. As a result, the governing body and all staff have responsibility for driving the school forward and there is a strong team ethos. The good leadership of teaching and management of performance are key factors in the improvements made in teaching and pupils' achievement.

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

- Raise achievement in English and mathematics by:
  - improving pupils' creative writing skills and their ability to solve real-life problems in mathematics
  - ensuring teachers always challenge pupils effectively, especially the more able
  - developing pupils' expertise in evaluating for themselves what they need to do to improve.
- Improve the use of the outdoor area for children in the Early Years Foundation Stage to better promote their writing skills.

## Main Report

### Achievement of pupils

Pupils achieve well from their skill level on entering school, which is generally below that which is typical. National comparative data indicate that attainment at the end of Year 6 is broadly average in English and mathematics. This data must be treated with caution because of the exceptionally small cohorts. Importantly, the school's own data show clearly that pupils make good progress throughout the school. Pupils pay good attention to their teachers and learn well in lessons. They work collaboratively in pairs and small groups to good effect to complete tasks. However, when tasks are completed too quickly the progress of the more able pupils slows.

In the Early Years Foundation Stage children are encouraged to make choices for themselves from a variety of well-planned activities and this effectively develops their independent learning skills. The strong emphasis on the teaching of phonics in Reception and Years 1 and 2 enables pupils to make good progress in linking letters and sounds. This was evident when children in Year 1 were learning to say accurately words that contain an 'a' and end in 'e', such as 'cake', 'bake' and 'take'. Such activities contribute positively to pupils' reading skills. Attainment in reading is broadly average at the end of Key Stage 1 and by the time pupils leave school. Pupils enjoy the greater range of books provided for them, especially boys, reading confidently and with expression. Pupils' writing in a variety of styles, including narrative and poetry, contains accurate spelling, grammar and punctuation. However, it lacks imagination and does not engage the reader effectively and this prevents them from achieving the higher levels in writing. Pupils have secure mathematical calculation skills but are not proficient at using them to solve real-life number problems and, again, this affects their level of attainment.

In their questionnaires all parents and carers agreed that their children were making good progress at the school. Inspection evidence shows that this is an accurate view. There is no significant difference between the achievement, or the quality of learning, of different groups. This includes pupils known to be eligible for free school meals and those who are not. Pupils who have special educational needs and those who are disabled are given extra, well-targeted support to make sure they make the same progress as other pupils. Boys perform as well as girls in reading and mathematics. They do not do as well in writing. Action taken by the school is proving successful and the gap is narrowing in this respect.

## Quality of teaching

In the Early Years Foundation Stage, adults work well together to plan activities that are practical and engaging. Children are encouraged to work collaboratively in pairs and small groups, which effectively promotes their personal and social development. Staff do not always use the outdoor areas effectively as a means of building upon learning that has taken place indoors. This is particularly the case in terms of developing children's writing skills.

In Key Stages 1 and 2 teachers are aware of pupils' prior learning and usually ensure that activities build on it effectively. This is important, given that each class contains different year groups. At times, activities lack sufficient challenge, especially for more-able pupils. Teachers manage classrooms well, so that little time is lost and pupils remain engaged in their activities. They use a wide range of resources well, including information and communication technology, to engage and motivate pupils. This was observed in a lesson for pupils in Years 4, 5 and 6 in which the use of the interactive whiteboard effectively developed their understanding of how to convert fractions by changing them to the same denominator. In this lesson, as in others, the teacher's good subject knowledge enabled any misconceptions to be addressed as they arose. Marking and discussion are used well to make sure that pupils understand their individual targets in detail and how to achieve them. Teachers do not place sufficient emphasis on developing pupils' self-evaluation skills.

Teaching makes a positive impact on pupils' spiritual, moral, social and cultural development. This is shown in the high expectations of pupils' behaviour, ensuring they have a clear understanding of right and wrong. Social development is promoted by the many opportunities for pupils to work collaboratively. The curriculum is planned well to enable pupils to use their literacy and numeracy skills to support their learning in subjects other than English and mathematics. However, planning does not provide enough support for creativity in writing and solving real-life problems in mathematics. In their questionnaires all parents and carers agreed that their children are taught well at school. Inspection evidence shows this is an accurate view.

## Behaviour and safety of pupils

Parents, carers and pupils overwhelmingly say that behaviour is good and has been over time. Two comments are typical: 'This is a lovely, friendly and happy school' and 'The children are very well-behaved and very polite'. Observations in lessons and around school confirm that behaviour is good. Discussions with pupils show they have a good understanding of the different kinds of bullying, such as verbal, physical, cyber and racist bullying. They say that there is no such behaviour in school. Pupils are friendly and helpful to others in and around school and, as a result, a friendly and welcoming atmosphere pervades school life.

Different groups of pupils say they feel safe in school at all times. All parents and carers agreed in their questionnaires that the school keeps their children safe. Pupils have a good understanding of what might constitute an unsafe situation. They know what to do if approached by a stranger and have a good knowledge of water safety. The curriculum is planned well to develop their understanding of how to stay safe, including when they use the internet. Pupils say they are confident that if they have any worries or concerns they can talk to a member of staff and they will be dealt with promptly.

Pupils have positive attitudes and are keen to learn. As a result, they act responsibly so there is no disruption to lessons. This contributes positively to their good achievement. Pupils enjoy coming to school, as shown in their above-average attendance. One comment was typical: 'Teachers make sure lessons are not boring but are interesting and fun.' Pupils diligently carry out responsibilities such as being a school councillor or looking after younger pupils at lunchtime.

## **Leadership and management**

The focused educational direction of the headteacher has led to significant improvement since the last inspection. Leadership and management roles have been delegated effectively among staff. Training has ensured that they are confident in taking on responsibility and making decisions to drive school improvement. Teaching has been improved by the provision of good-quality professional development, so staff are much clearer about how to set the next steps in pupils' learning. The skills of the governing body have been developed effectively so it is proactive in evaluating the school's performance and influencing its development. The monitoring and evaluation arrangements are robust and provide an accurate picture of the school's strengths and weaknesses. Plans for improvement are tightly focused and measurable in terms of how successful they are proving. The school's track record in recent years shows that the capacity for further development is good.

The procedures for safeguarding pupils and ensuring the safety of pupils and staff are comprehensive and meet requirements. Training, particularly for child protection, is of good quality. Issues about safety are integrated effectively into the curriculum so pupils have a strong understanding of how to stay safe. The promotion of equality of opportunity and tackling of discrimination is good. Leaders track the progress of individuals and different groups accurately, so that any required intervention programmes can be put into place quickly. As a result, pupils' outcomes are positive and any unevenness between different groups is minimal. The school concedes that, occasionally, the challenge for more-able pupils is not sufficient and this slows their progress.

The good curriculum is enriched by a variety of extra-curricular activities, which are well attended. Visits to places of educational interest, including a residential stay for pupils in Years 4, 5 and 6 and opportunities to work with a variety of visitors effectively extend pupils' skills and widen their horizons. Planning in the Early Years Foundation Stage for a full curriculum is generally good except for the outdoor area, which lacks sufficient emphasis on developing children's writing skills. Pupils' spiritual, moral, social and cultural development is planned for and promoted well. It is enhanced by the opportunities for pupils to take part in activities such as 'India Day', in which they learn about the beliefs and traditions of cultures different to their own. Engagement with parents and carers is good and ensures they are effectively involved in their children's learning and the work of the school.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 February 2012

Dear Pupils

**Inspection of Rawtenstall Water Primary School, Rossendale, BB4 9PX**

Thank you for the friendly welcome you gave me when I inspected your school. I enjoyed meeting you and seeing the many interesting things you do.

Inspection judgements show that yours is a good school and that:

- it has improved well since the last inspection
- your achievement is good and you attain average standards in English and mathematics by the end of Year 6
- the curriculum provides interesting activities, including a residential stay at an outdoor centre for pupils in Years 4, 5 and 6
- you feel safe in school and learn a lot in lessons, as indicated in your questionnaires
- your behaviour is good and you are polite and considerate to others
- you enjoy school, as is shown by your above average attendance.

What I have asked your school to do now is to:

- improve your ability to write imaginatively and your skills in solving mathematical problems
- make sure teachers give you work that always make you think hard
- help you to decide for yourselves how to improve your work
- improve the way the outdoor area for children in Reception is used to develop their writing skills.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely  
Melvyn Hemmings  
Lead Inspector

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