

Rowsley CofE (Controlled) Primary School

Inspection report

Unique Reference Number	112820
Local Authority	Derbyshire
Inspection number	357200
Inspection dates	3–4 March 2011
Reporting inspector	Kenneth Thomas

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Martin Harrop
Headteacher	Rosey Andrassy
Date of previous school inspection	29 November 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed four teachers and saw nine lessons and one assembly. Discussions were held with staff, members of the governing body and pupils. The inspectors looked at pupils' books and viewed a wide range of documentation including: school policies; curriculum planning; self-evaluation information; improvement planning; safeguarding and welfare arrangements; and records of pupils' progress. Questionnaires returned by 46 parents and carers, 37 pupils and nine members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is the progress of pupils consistent across all key stages?
- How well do teachers use assessment information to plan learning tasks that challenge and extend pupils of all abilities?
- What is the impact of the curriculum on pupils' progress?
- Are all staff with leadership responsibilities and governors monitoring all aspects of the school effectively?

Information about the school

This is a small primary school. All pupils are of White British background. The proportion of pupils with special educational needs and/or disabilities is above average as is the proportion with a statement of special educational need. The proportion known to be eligible for free school meals is well below average. The school has received national recognition for its work in several areas and holds Healthy Schools status and the Green Flag award for care of the environment. The headteacher took up her post in January 2011.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Rowsley CofE Primary School provides a satisfactory quality of education for its pupils. The school is rightly proud of its inclusive nature. It is welcoming and pupils make excellent contributions to the life of the school and the local community. They take responsibility readily, behave well and are respectful of their peers, adults and visitors. Pupils feel safe and secure. Their enjoyment of school life is reflected in their above average rates of attendance. Because pupils of all ages get on very well, the learning atmosphere is both purposeful and harmonious. Links with parents and carers are excellent. All who replied to the inspection questionnaire expressed total satisfaction with their children's experience at the school. One, capturing the views of many, said, 'I feel that the school caters for all children by understanding them as individuals'.

Pupils' achievement overall is satisfactory, and thus the effectiveness of the school is the same. Children make satisfactory progress from the time when they start school in Reception. At the end of Year 6, standards in English, mathematics and science are broadly average. Inconsistency in the quality of teaching and learning is the main reason that progress is no better than satisfactory. There are examples of good lessons, where pupils are making good progress because they are actively engaged in well-planned learning activities. However, expectations are not always high enough and teachers do not always set suitably challenging work that matches the abilities of different groups of pupils, particularly those of higher ability. Some lessons lack pace because introductory and other teacher-led activities are too long and questioning does not challenge and extend pupils' thinking enough. While teachers mark pupils' work regularly, it does not provide enough guidance on what should be done in order to improve. A notable strength in provision is the good progress made by pupils with special educational needs and/or disabilities, and any whose circumstances make them particularly vulnerable, because they are provided with effective support.

Children in the Early Years Foundation Stage settle quickly into the day-to-day life of school and make a satisfactory start to their education. They enjoy the range of activities on offer, share toys and equipment well and cooperate with each other and adults. Staff use a range of methods to assess children as they learn and develop. However, assessment information is not used consistently to ensure that children are suitably challenged in their learning. The organisation of provision does not support the development of children's basic skills, through a balance of child-initiated purposeful play as well as adult-led activities, sufficiently well. While improvements are being made to the outdoor area, the curriculum and resources have not yet been developed fully enough to enable children to learn as much as they can when working outside.

The recently appointed headteacher, with good support from staff and the governing body, is giving clear direction to the school. An early evaluation of the school's

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performance has produced an accurate picture of the school's strengths and where improvement is needed. In order to further accelerate progress the school has recognised the need to develop cross-curricular themes to provide pupils with a broader and more engaging range of experiences and encourage the application of basic skills in more meaningful contexts. The governing body is involved in monitoring and evaluating the work of the school, and is increasingly focused on measuring the impact of improvement initiatives. The determination of the headteacher, staff and governors to move the school forward, supported by accurate school self-evaluation and adequate progress on the action points arising from the last inspection, gives the school satisfactory capacity for continued improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Make all teaching good or outstanding and accelerate progress by ensuring that:
 - lesson planning is clearly focused on pupils' learning, with tasks that are appropriately challenging and promote independent learning
 - teacher-led parts of lessons are not too long and teachers' questioning techniques assess, challenge and extend pupils' thinking and reasoning skills
 - in the marking of pupils' work, all spelling and grammatical errors are corrected, clear guidance is given to pupils on what they must do to improve and they are expected to respond to the advice given.
- Improve provision and outcomes in the Early Years Foundation Stage by:
 - ensuring lesson planning accurately reflects the children's skills and abilities and specifies what they are expected to learn during lessons
 - providing children with a suitable balance of activities directed by adults and those chosen by the children
 - improving the curriculum and resources so that the use of the outdoor area fully supports the development of children's skills across all areas of learning.
- Improve the curriculum by:
 - developing a more thematic curriculum that increases opportunities for pupils to use and apply their literacy and numeracy skills in relevant and challenging ways in all subjects
 - ensuring that lessons provide more opportunities for active learning.

Outcomes for individuals and groups of pupils**3**

Children's skills on entry to Reception are generally in line with expectations for children of their age. Most achieve the age-related expectations by the time they enter Year 1, and some exceed them. Through both Key Stages 1 and 2, pupils' academic progress is uneven but satisfactory overall. Pupils' work in lessons and in their workbooks indicates standards in writing and mathematics are generally as expected for their age at this stage of the academic year, while standards in reading and information and communication

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technology are above. One of the features of all lessons is pupils' enjoyment of learning and willingness to work hard and to do well. In the best lessons, teachers capitalise on this and pupils develop new skills quickly because they are provided with many opportunities to work independently. This picture is not consistent across all year groups and, consequently, progress is satisfactory overall rather than good. At times, progress slows because lessons do not engage pupils actively enough to stimulate their interest and imagination. Those pupils who require additional support to help them learn achieve well because support from teachers and skilled teaching assistants is sharply focused on their identified needs.

Pupils are proud of their school and confident that they can turn to an adult to sort out any concerns. They demonstrate a good awareness of how to avoid risks, for example on the internet, or during their journeys to and from school. Pupils contribute exceptionally well to the school community and speak enthusiastically of their responsibilities, including being on the school council, the Eco-team or acting as playground buddies. As befits a school with National Healthy School status, they understand the importance of exercise and a balanced diet to their healthy development. The school's family atmosphere and strong links with the nearby church make a very effective contribution to pupils' good spiritual, moral, social and cultural development. Attendance rates are above average and there is currently no persistent absenteeism. The average standards in basic skills and pupils' good collaborative abilities provide a satisfactory base for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

All lessons are characterised by excellent relationships between teachers and pupils. In the best lessons, pupils make good progress because assessment information is used well to guide the planning of learning tasks and pupils are expected to work independently, stretching themselves and others as they talk things through. Perceptive questioning is used to extend pupils' thinking. This was seen in a Years 5 and 6 numeracy lesson, for example, where pupils clearly enjoyed the challenge of finding the missing numbers in basic algebraic formulae. However, in some lessons, teachers take too much time introducing learning, which gives pupils too little time to practise, extend and apply their learning and skills. This also limits the work of teaching assistants who spend too much time listening to the teacher and not enough on supporting learning. Satisfactory use is made of assessment information to identify underperformance and to track pupils' progress towards their targets.

The curriculum provides pupils with a satisfactory range of learning experiences. A topic-based curriculum is being developed to make more meaningful links between subjects, while maintaining an emphasis on literacy and numeracy. Currently, pupils are not provided with enough opportunities to apply and develop these skills across the curriculum. Curriculum strengths include good provision for music and for pupils' personal and social development, including health education. The curriculum is enhanced well through partnerships with local schools and other providers. These links broaden pupils' experiences. Pupils benefit from a well attended range of extra-curricular activities. These contribute much to pupils' enjoyment, as do trips out of school, including residential visits. Parents and carers rightly say that pupils are well looked after in this nurturing family community. All adults are very well informed about the needs of pupils whose circumstances might make them vulnerable. They monitor their well-being and progress carefully, and intervene sensitively and effectively with very well-judged support when needed. Staff very successfully involve parents and carers in their children's learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides effective leadership. In the short time since taking up her post, she has developed a clear idea of what needs to be done to raise standards and build on the school's existing strengths. The drive for improvement is being strengthened by the wider distribution of responsibility for leadership and management. Governance is good. The governing body has a good understanding of the challenges the school faces and has worked well with staff to ensure that safeguarding procedures are of good quality and all

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are well trained in these matters. Responsibilities are clear, so that the school provides a safe environment for all. As a result the school has the full confidence of parents and carers.

The school is very mindful of the community it serves and promotes equality of opportunity satisfactorily. Appropriate measures are in place to tackle any form of discrimination. Excellent links with external agencies support pupils with particular learning needs and ensures that all are fully included in everything the school has to offer. The school's promotion of community cohesion within a local context is strong. Through links with schools abroad and the school's ecological activities, pupils gain increased understanding of the interdependent nature of the global community. Pupils' understanding of what life is like for others in different social contexts in the United Kingdom is less well-developed and plans are well-advanced to enable pupils to collaborate with those from different backgrounds to strengthen this aspect of pupils' personal development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Reception age group are taught alongside their older peers in a class containing pupils from Years 1 and 2. They receive a satisfactory start to their education and make satisfactory progress. Children settle quickly on entering Reception because of the well organised induction arrangements, good adult care and support, and excellent links with parents and carers. As a result, children feel safe and enjoy their learning. A strong emphasis on children's personal and social skills ensures that they soon begin to share and to play together. Most children achieve the early learning goals expected of them by the time they enter Year 1. Some children exceed these goals, but certain weaknesses in provision prevent more doing so. For example, opportunities to extend

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children's skills are sometimes missed because adults' use of questioning does not extend their thinking. The outdoor learning environment has been improved since the last inspection but the range of resources is too limited to enable children to explore all areas of learning. Leadership and management are satisfactory. Adults work well as a team and are clearly focused on meeting each child's differing needs. Welfare requirements are fully met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The large majority of parents and carers returned the inspection questionnaire. The responses show clearly that they are very pleased with all aspects of the school's work. A number of respondents took the trouble to write comments on their questionnaires. They were full of praise for the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rowsley CofE (Controlled) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	65	16	35	0	0	0	0
The school keeps my child safe	34	74	12	26	0	0	0	0
My school informs me about my child's progress	26	57	16	35	3	7	0	0
My child is making enough progress at this school	24	52	22	48	0	0	0	0
The teaching is good at this school	35	76	11	24	0	0	0	0
The school helps me to support my child's learning	31	67	15	33	0	0	0	0
The school helps my child to have a healthy lifestyle	32	70	14	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	48	18	39	0	0	0	0
The school meets my child's particular needs	27	59	18	39	0	0	0	0
The school deals effectively with unacceptable behaviour	27	59	17	37	0	0	0	0
The school takes account of my suggestions and concerns	24	52	19	41	0	0	0	0
The school is led and managed effectively	29	63	15	33	0	0	0	0
Overall, I am happy with my child's experience at this school	34	74	12	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



7 March 2011

Dear Pupils

Inspection of Rowsley CofE (Controlled) Primary School, Matlock, DE4 2ED

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke to many of you, and you were really helpful. We also want to say how much we enjoyed listening to your singing in assembly.

You receive a satisfactory education. You make satisfactory progress and reach average standards at the end of Year 6. You could reach even higher standards and we have asked your teachers to make sure that, in all of your lessons, you are really stretched, so that you make the best progress you possibly can. We have also asked children in Reception are provided with more opportunities to practice and develop their skills and to increase the range of activities by making the outdoor area more exciting.

Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. You understand the importance of being healthy. Most of you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other. Your teachers also spend a lot of time marking your work and we have asked that when they do this you are given clear guidance on what you have to do to next. You can help yourselves to make more progress by making sure that you try hard to follow the advice you are given. Your teachers plan a good range of visits and after-school activities that broaden your experiences. To help you to make even better progress we have asked that they plan learning activities that enable you to apply and develop your literacy and numeracy skills in wider range of subjects.

Adults at school look after you well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. We think that everyone at Rowsley can work together to do these things and that you will want to play your part by working hard.

Yours sincerely

Dr Kenneth Thomas

Lead inspector

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