

# Rossett Acre Primary School

## Inspection report

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<b>Unique Reference Number</b>	121437
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359012
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	Brenda McIntosh

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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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>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Creeley
<b>Headteacher</b>	Corrine Penhale
<b>Date of previous school inspection</b>	27 September 2007
<b>School address</b>	Pannal Ash Road Harrogate North Yorkshire HG2 9PH
<b>Telephone number</b>	01423 561579
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<b>Email address</b>	admin@rossettacre.n-yorks.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This pilot inspection was carried out by four additional inspectors. The inspectors observed 23 lessons over a period of about 13 hours taught by 17 different teachers. They also observed a range of intervention activities for small groups of pupils; listened to pupils read; talked to several different groups of pupils about their learning and looked in detail at the work in pupils' books. These activities extended over a further period of approximately three hours. In addition, inspectors held discussions with pupils, members of the governing body, staff and the School Improvement Partner. Inspectors observed the school's work, and scrutinised a range of documentation including that relating to pupils' achievement, leadership and management and safeguarding. They also took into account the questionnaires returned by 139 parents and carers, 100 pupils and 24 staff.

## Information about the school

This is a larger than average size primary school. Almost all pupils are White British and a very small percentage is from minority ethnic groups. A small but increasing proportion of pupils is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below the national average, as is the number with a statement of special educational needs. The school has far exceeded the government floor targets for academic performance in each of the last three years. The school has achieved Healthy School status and the Inclusion Quality Mark.

There has been significant disruption in staffing in the past two years including at senior leadership level.

**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</b>	<b>2</b>
<b>Teaching</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>
<b>Behaviour and safety</b>	<b>2</b>
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

## Key findings

- Rossett Acre is a good school. Pupils' positive attitudes and very good relationships with staff contribute to the pleasant, friendly atmosphere in school, which helps pupils feel safe. By the end of Year 6, pupils develop into well rounded, articulate, confident young people and they are very well prepared for the next stage in their education.
- The achievement of all groups of pupils, including children in the Early Years Foundation Stage is good. Pupils approach all their lessons with the same good levels of enthusiasm because the teachers make learning interesting and fun. Pupils make good progress throughout the school and their attainment in English and mathematics is consistently well above average by the end of Year 6. Reading is a particular strength of the school and contributes significantly to the good learning in other subjects.
- The quality of teaching is good. As staffing becomes more stable the proportion of good or better teaching is improving quickly because it is rigorously checked and good practice is shared effectively. However, it is not yet of a consistently good quality in all lessons. A strong feature is the use of talk and questioning to extend pupils' learning and understanding. Pupils' behaviour is good and contributes very well to their learning; staff and pupils say that it has improved over the last year. Despite this, a small minority of pupils and parents and carers express concern about behaviour disrupting learning in lessons. Inspectors found that occasionally a very small minority of pupils are not managed well enough in lessons.
- The school leaders have a very clear vision for school improvement. They have worked hard to ensure that the disruptions in staffing have had minimum effect

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on pupils' learning. However, they have not always communicated these changes in staffing clearly enough to all parents and carers to alleviate their concerns. Over the last year, systems for tracking pupils' progress have been sharpened and now enable the school to identify quickly those pupils or groups of pupils who need additional help. Well considered programmes of support enable these pupils to make accelerated progress and get back on track.

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

- Further improve the quality of teaching so that all is consistently good or better by ensuring:
  - all lessons proceed at a good pace and all pupils remain focused on their learning
  - teachers' strategies for managing pupils' behaviour within lessons are always consistently applied and effective.
  
- Further strengthen the partnership between the school and parents and carers by:
  - raising the profile of members of the governing body within the school community
  - involving the governing body in the process of seeking and analysing the views of pupils, parents and carers
  - ensuring lines of communication are always fully effective, particularly in relation to school policy and staffing changes.

## Main Report

### Achievement and Teaching

The school has successfully improved the quality of teaching and learning over the past year through more rigorous monitoring and tracking of pupils' progress. Some pockets of ineffective teaching have been eliminated and teaching is leading to good or better progress in the majority of lessons. Pupils are articulate learners and have a keen sense of pride in their achievements. They learn well and make good progress because lessons are well planned, interesting and capture their enthusiasm. In lessons, pupils talk enthusiastically to their partners confidently recalling prior learning and helping each other clarify their ideas to extend new learning. Even the youngest children enter into conversation with each other effectively, taking turns well to listen and speak. Pupils use success criteria very well to check how well they are doing and to move their own learning on. A strong feature of learning in all lessons is the opportunity for pupils to apply their skills in meaningful contexts. Teachers use interactive whiteboards effectively as a visual stimulus to motivate pupils and explain new learning. Teachers' marking and on-going oral feedback to pupils about their work is of good quality and guides the next steps in their learning. Where pupils' progress is satisfactory rather than good the pace of lessons is too slow and pupils are insufficiently focused on their learning.

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Children's starting points on entry to the Early Years Foundation Stage are overall in line with those expected for their age. A wide range of stimulating, engaging activities capture children's imagination and move their learning on quickly in all areas of their development, especially their reading and writing skills. The provision outdoors is particularly good at allowing children to investigate for themselves and develop their independence. A show jumping activity promoted fun and excitement as well as developing mathematical, physical and language skills. Children timed each other around the course, carefully recording their findings and calculating final scores. Effective steps to develop reading skills begin in the Early Years Foundation Stage. Across the school there is a coherent and systematic approach to teaching reading with a balanced emphasis on letters and sounds and comprehension, leading to consistently good progress and above average attainment by the age of six, and a trend of well above average attainment by the end of Year 6. Well-targeted interventions aimed at the lowest achieving pupils lead to significant increases in reading ages.

Throughout the school pupils make good progress and achieve well. By the time they leave the school, their overall attainment is well above average. The school's effective actions have maintained this trend over several years even though there have been variations between the attainment in English and mathematics year-on-year. A more active approach to mathematics, which engages all groups of pupils well, is leading to increased motivation and higher levels of attainment. Pupils interact well with each other and respond very positively to challenges and high expectations. In a Year 6 mathematics lesson, for example, pupils tackled their investigations enthusiastically and confidently worked out and explained the emerging sequences. A high number of pupils worked confidently at levels well above those expected for their age. The teacher assessments at the end of Year 2 in 2010 indicated that the school had halted a slight downward trend in mathematics, but there was a dip in the performance of higher attaining girls. Games and problem-solving activities are successfully increasing girls' enthusiasm for mathematics and helping to close the gap and raise attainment. Actions to improve pupils' writing skills further are proving successful across the school. Opportunities for writing are frequent and contexts from other curriculum areas are used effectively for pupils to apply their skills, stimulate ideas and increase interest and motivation. In lessons, boys are as equally motivated as girls because topics are appealing to them and capture their imagination.

Pupils' with special educational needs and/or disabilities, including those with a statement of special educational needs also make good progress due to a detailed analysis of their needs and tracking of their achievements. A review of the provision for these pupils has ensured programmes of support are more effective in closing gaps. Information from school data indicates progress is accelerating and attainment moving closer to the nationally expected levels for their age.

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## **Behaviour and safety**

Pupils enjoy school, are very polite to adults and respectful of each other and their school surroundings. Their attendance is consistently high. The vast majority of pupils behave well in lessons, around school and when at play. Most parents and carers responding to the inspection questionnaires agree that overall there is a good standard of behaviour at the school but there is a significant number who express concerns about behaviour in lessons. Good behaviour is evident in almost all lessons and helps learning move on at a good pace. Behaviour strategies are used effectively within most classes with pupils responding well to positive reinforcement of rules and praise. However, on occasions the behaviour of a very small minority of pupils falls below the high standards expected. This occurs when teachers' strategies for managing behaviour are not always applied consistently enough. Although pupils' learning slows at times, the challenging behaviour of a very small minority does not routinely disrupt the learning of the majority. During the inspection, inspectors talked to many pupils during playtimes and more formally in group discussions. Pupils feel that behaviour is improving overtime. They respond well to the rules and rewards which they helped to create and these help to promote self-discipline. Pupils particularly like the house system which encourages teamwork and good social development.

The school council works very hard on behalf of other pupils and its members are particularly proud of the actions they have initiated to improve aspects of school life. For example, the re-organisation of the arrangements for lunchtime has led to calmer, more pleasant social occasions and improvements in pupils' behaviour. Pupils' spiritual, moral, social and cultural development is good, effectively helping them develop the personal skills and qualities for their future lives. Assemblies are used well to promote racial equality and celebrate the similarities as well as differences of other cultures.

A number of parents and carers raised concerns about the way in which the school deals with bullying. Pupils say that sometimes they have minor problems, more to do with friends falling out rather than bullying, but that they talk to each other to sort out their problems. They feel that the worry boxes and peer listeners help them to sort things out in a proper way. Although some felt bullying did take place, they said that instances were rare, and that they were sure that any that did occur would be dealt with effectively. Pupils feel safe and know that the teachers and other adults in school will help with any problems if they arise.

## **Leadership and management**

Leadership and management are good. The headteacher, very ably supported by the deputy headteacher and senior leaders, has a clear vision and a purposeful approach to driving school improvement. Very effective professional development is successfully improving the effectiveness of both senior and middle leaders and the quality of teaching and learning. The sharing of good and outstanding practice across the school helps to bring about further improvements. Rigorous monitoring and self-

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evaluation highlights the right priorities for improvement with clear action plans in place. Teachers are now increasingly accountable for the progress of the pupils in their classes. Leadership responsibilities have been distributed effectively to include a wider range of staff. Subject leaders have a clear view of their subjects which includes an overview of teaching and learning and a good understanding of progress and attainment. The school is successful in promoting equality of opportunity and tackling discrimination. It has refined its system for tracking pupils' progress and this enables them to swiftly identify groups and individuals who need additional support to close any gaps in their learning. The increased rigor in self-evaluation and improvements taking place indicate that the school has a good capacity to improve further. Safeguarding procedures meet the current government requirements.

The curriculum provides a creative approach to learning with a broad range of stimulating experiences for the pupils. Provision for the able, gifted and talented pupils has been enhanced across the school with a range of challenges built into the curriculum. The school has a range of effective partnerships, for example, to provide opportunities in music and sport which pupils enjoy. There is a wide range of opportunities for pupils to articulate their opinions, plan enterprising events and shape the decision making within school. Enterprising activities led by the current Year 6 pupils have raised over £1,000 for charity and school equipment.

The governing body is supportive of the school and provides a good level of challenge. Several members are new and just becoming established in their role. The governing body would like to raise its profile within the school community so parents and carers know who the governors are and what they do. The school has a good partnership with parents and carers and recognises that this could be developed further. Although the school sends out regular communications to parents and carers it has not always ensured they have been kept fully informed about some important aspects of school life. It is now looking for ways to enhance this further, for example, by creating a new website and buying into a texting service for them. The school seeks pupils' and parents' and carers' views regularly but the governing body is not yet involved in this process.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rossett Acre 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 inspector received 139 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	86	62	46	33	5	4	0	0
Q2 My child feels safe at school	91	65	43	31	3	2	1	1
Q3 The school helps my child to achieve as well as they can	53	38	65	47	11	8	2	1
Q4 The school meets my child’s particular needs	55	40	67	48	11	8	2	1
Q5 The school ensures my child is well looked after	79	57	49	35	7	5	1	1
Q6 Teaching at this school is good	70	50	59	42	3	2	2	1
Q7 There is a good standard of behaviour at this school	57	41	75	54	3	2	3	2
Q8 Lessons are not disrupted by bad behaviour	50	36	64	46	14	10	5	4
Q9 The school deals with any cases of bullying well	42	31	61	45	11	8	6	4
Q10 The school helps me to support my child’s learning	65	47	62	45	9	7	0	0
Q11 The school responds to my concerns and keeps me well informed	50	36	61	44	19	14	3	2
Q12 The school is well led and managed	48	35	64	46	19	14	3	2

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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"> <li>■ The achievement of all pupils.</li> <li>■ Behaviour and safety.</li> <li>■ The quality of teaching.</li> <li>■ The effectiveness of leadership and management.</li> </ul> <p>and taking into consideration</p> <ul style="list-style-type: none"> <li>■ how well the school promotes pupils' spiritual, moral, social and cultural development.</li> </ul>
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.**



27 May 2011

Dear Pupils

### **Inspection of Rossett Acre Primary School, Harrogate, HG2 9PH**

On behalf of the inspection team I would like to thank you for making the inspectors feel welcome and for being friendly and polite. A big thank you goes to all those pupils who gave up their time to talk to us about your work and what it is like to be a pupil at your school. I would like to share the findings with you.

Rossett Acre is a good school. It helps you to make good progress in your learning and reach well above average standards by the time you leave in Year 6. This prepares you very well for the secondary schools of your choice. You have a range of different experiences which help you enjoy learning. Your behaviour is good and you told us how the rewards have helped it to improve. Sometimes in lessons the behaviour of a very small minority falls below the good standards expected. The school councillors and peer listeners do a good job in helping to make the school a better place to learn and play.

In lessons, it was clear that you liked to be challenged and enjoy interacting with your partners to talk about your learning and improve your work. Teachers plan work carefully for your different abilities and challenge you to think hard to extend your learning to high levels. One of the reasons for our visit is to see how your school can be improved further. While most teaching is good or better we have asked the school to make sure that every lesson moves on at a good pace and to make sure you all stay focused on your learning. We have also asked the school leaders to look at how the behaviour is managed in some classes to ensure learning is not disrupted. The school leaders and governing body work well with parents and carers but we would like them to make improvements to the communications between home and school. This is so that when any changes take place to routines and staffing then your parents and carers are fully aware of what is happening.

We wish you all well for your future success. Keep working hard and enjoy your time in school. Your attendance levels are consistently high so well done and keep this up.

Yours sincerely

Brenda McIntosh  
Lead inspector

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