

Rowsley CofE (VA) Primary School

Woodhouse Road, Rowsley, Matlock, DE4 2ED

Inspection dates

13–14 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Until recently, the school's reliable records show that the quality of teaching has been weak, with many lessons requiring improvement and too few lessons being good or better.
- For many pupils in the school, this has left a legacy of slow progress and below average attainment which is yet to be fully eradicated.
- The work set in lessons is sometimes too easy for many pupils.
- Teachers sometimes spend too long explaining what pupils are going to do.
- The marking of work in books does not always tell pupils what they need to do to get better.

The school has the following strengths

- The headteacher's strong leadership has resulted in improvements in teaching, in the Early Years Foundation Stage, and in the curriculum that provide secure foundations for further improvement.
- Although pupils' achievement is not yet good, all pupils are nevertheless making sound gains in their learning and progress. Some pupils are making good gains in reading, writing and mathematics.
- School self-evaluation is accurate.
- The behaviour of pupils is good, both in lessons and around the school.
- Pupils feel safe in school, and show good understanding of how to remain safe outside school. They are certain there is no bullying in school.
- Teaching in class 2 is very strong.
- The school makes good provision for pupils' spiritual, moral, social and cultural education.

Information about this inspection

- The inspector observed seven lessons, two of which were joint observations with the senior teacher.
- Meetings were held with senior leaders, a representative of the local authority, and a group of governors.
- The inspector took account of 12 responses to the online questionnaire (Parent View), and three responses to the staff questionnaire, in planning and carrying out the inspection.
- He observed the school's work, spoke with groups of pupils, looked at a range of documentation including the school improvement plan, governing body records, data about the achievement of pupils in all year groups, and samples of pupils' work.
- The headteacher was absent due to illness during the inspection.

Inspection team

Terry McDermott, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a very small primary school compared to others of its type.
- The school has three classes: Class 1 has Reception, Year 1 and some Year 2 pupils; Class 2 has some Year 2, Year 3 and some Year 4 pupils; Class 3 has some Year 4 pupils and all Year 5 and Year 6 pupils.
- Almost all pupils are of White British heritage. All pupils speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for particular groups, including those known to be eligible for free school meals) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds several awards including the Eco Schools award and is a 'Fairtrade' School.

What does the school need to do to improve further?

- Accelerate pupils' progress, and raise standards at the end of Year 6 in English and mathematics by:
 - consistently ensuring that work set in all classes meets the learning needs of all pupils, so that higher-attaining pupils are never sitting waiting for their next task
 - spending less time talking to the whole class about what they are going to do and giving more opportunities for pupils to work independently finding things out for themselves
 - informing pupils clearly when marking their work what they need to do next to get better, and not giving credit for writing down the correct answers to a few easy mental calculations.

Inspection judgements

The achievement of pupils

requires improvement

- Children usually enter Reception (part of Class 1) with skills and knowledge typically as expected for their age in all areas of learning. However due to the low numbers in any particular year group, this can vary significantly from year to year. As a result of the good curriculum and good teaching, they now make good progress. They experience a range of activities that nurture their self-confidence and develop good attitudes to learning.
- At the end of Year 2 in 2012 pupils reached broadly average standards in reading and writing and above average standards in mathematics. Though this is a decline from the standards reached in the previous two years, it reflects a similar rate of progress to that made in those two years.
- At the end of Year 6 in 2012, pupils reached average standards in reading and writing, and a little below this in mathematics. From their starting points this represents achievement that requires improvement to become good.
- Throughout the school, pupils' achievement is now increasing in both English and mathematics. In many aspects of the school's work, such as in reading in Year 6, mathematics in Year 3, and in writing in Year 4, pupils are making termly progress at a faster rate than seen nationally.
- Emphasis on teaching basic skills in literacy and numeracy now lays down solid foundations for entry to Key Stage 1, whilst self-chosen activities give pupils good practice at working independently in later years.
- Pupils recognise letters and the sounds they make well. In the Year 1 checks their understanding of this was similar to pupils in most schools. Pupils currently in Year 2 use this knowledge to sound out words they find difficult to read at first sight.
- Lesson observations, a scrutiny of pupils' work, and the records of the school's own reliable tracking show that the rate of pupils' progress is increasing, reflecting increasingly rigorous systems for holding teachers to account for the progress of their pupils. These systems also ensure that disabled pupils and those who have special educational needs benefit from personalised support, and make progress at the same rate as their classmates.
- The small numbers of pupils supported by the pupil premium make similar progress to their peers. The extra funding is used to enable these pupils to access everything the school has to offer in its curriculum, and to support reading. This report does not evaluate the standards of pupils eligible for the pupil premium funding reach by the end of Year 6 because the numbers of pupils are so small that individuals would be identified.
- Year 6 pupils, now preparing to leave this school, are thoughtful and considerate young citizens, adequately prepared for the next stage of their education.

The quality of teaching

requires improvement

- Though the quality of teaching still varies across the school, examples of outstanding teaching were seen. All teachers have readily undertaken professional development and this is reflected in their practice.
- Even though parts of the building were constructed in 1840, and outdoor space is very restricted, classrooms are well resourced and present pupils with a good atmosphere for learning.
- The best teaching is characterised by relentless pace with high expectations that pupils will behave sensibly and work hard at tasks which are well matched to their different learning needs and abilities. Short and very focussed activities quickly follow one from another and routinely require pupils to work things out for themselves. Pupils respond well, sustain their concentration over long periods and make significant intellectual efforts as they collaborate in small groups to produce work of a high standard. This leads to rapid learning.

- This was seen to outstanding effect in Class 2 when pupils worked in pairs to produce a persuasive letter to a supermarket extolling the benefits of fair trade principles. Their understanding of the history, geography, and sociology of banana production, alongside the economic pressures of retailing in the United Kingdom was remarkable. Their reading and writing skills were powerfully enhanced by checking and improving each other's work. Their commitment to and enjoyment of the whole process was readily apparent when they failed to notice the arrival of observers.
- In some other lessons, teachers spend too long explaining to different groups of pupils what they want them to do. All pupils have to sit passively listening to everyone else's instructions instead of getting on with their own work. This causes learning to slow, particularly for the older or higher-attaining pupils in mixed-age classes.
- Teachers mark pupils' work regularly, but do not always give specific guidance on what pupils need to do next to improve. Sometimes, teachers give unnecessary praise for the listing of a small number of answers in mathematics simply written down with no evidence of working out.
- All staff work together very successfully to plan and promote pupils' spiritual, moral, social and cultural development. For example, the discussions and presentations made by Class 2 on fair trade were all centred on the premise 'What would I feel like if...'

The behaviour and safety of pupils are good

- Inspection findings endorse parents' and pupils' views that behaviour is good. Pupils in all three classes are enthusiastic about learning and try hard. They can be trusted to behave sensibly when moving en masse to lunch, or when creating artwork in the playground.
- Pupils are unfailingly polite to each other and to visitors. They are respectful to adults and of their environment. They listen carefully to guidance from their teachers. They work and play together very well. Their spiritual, moral, social and cultural development and understanding is good.
- Pupils have a good understanding of how to keep safe, particularly when using the internet. They say the school is a safe place to be because their teachers 'look after us well'. They are quite certain that bullying does not exist in school, though they do know what bullying is, and what to do should it occur.
- Pupils' attendance is regularly a little above the national average.

The leadership and management requires improvement

- The leadership and management of the school require improvement because the changes implemented recently have yet to show their full effect on eradicating the effects of previously weak teaching.
- The headteacher and her capable senior teacher have a strong drive and ambition to improve the quality of teaching, raise attainment and accelerate pupils' progress. The quality of learning in lessons is monitored closely and is showing clear improvement. However this is not yet consistent in all classes, nor has it been sustained over time. This is why teaching is not typically good overall.
- Senior leaders and governors track the progress of all pupils in order to manage the performance of teachers and to hold them to account for the progress of pupils, and to identify teachers' professional needs, which are then linked to appropriate training.
- They pay particular attention to the progress made by individual pupils from different groups, such as those who are disabled or who have special educational needs, and those eligible for the pupil premium. Teachers are thus able to identify quickly when any pupil is in danger of falling

behind, and can then make use of the school's full range of support activities to address any issues.

- The school successfully ensures that all pupils can access fully all that it has to offer. The strong focus on equality of opportunity for all, through fairness, respect and tolerance, means that there is no discrimination here, and that there are no significant gaps in the achievement of different groups of pupils.
 - The curriculum covers a wide range of subjects and is instrumental in extending pupils motivation and interest in learning. For example, it is strongly enhanced by the school's use of the Wye Tree Plantation (a part of the Haddon Estate) which enables younger pupils to participate in the 'Building Foundations Together' project.
 - The local authority has provided good support for the school. They carry out regular reviews, and provided consultants to support the school's development of the Early Years Foundation Stage, the quality of teaching, and the much improved curriculum.
 - **The governance of the school:**
 - The governing body ensures that current safeguarding requirements are met in order to keep pupils and staff safe. Members undertake relevant training to keep their knowledge up to date and are active and knowledgeable. They take their roles very seriously and know the strengths and weaknesses of the school well because they understand how to read and use pupil performance information. Governors describe honestly and accurately the journey the school has undertaken since the previous inspection. They understand how to set teachers challenging targets to improve pupils' progress and manage the budget prudently ensuring that monies are directed towards improving pupils' learning. They fully understand that their effectiveness can only be measured against pupils' achievement from entry to Reception class to exit from Year 6.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112820
Local authority	Derbyshire
Inspection number	405429

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Martin Harrop
Headteacher	Rosemary Andrassy
Date of previous school inspection	3 March 2011
Telephone number	01629 733727
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Email address	info@rowsley.derbyshire.sch.uk

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