

Rothwell Primary School

Carlton Lane, Rothwell, Leeds, LS26 0DJ

Inspection dates

22–23 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils	Good		2
Quality of teaching	Good		2
Behaviour and safety of pupils	Outstanding		1
Leadership and management	Good		2

Summary of key findings for parents and pupils

This is a good school.

- The Early Years Foundation Stage gives children a good start to their education. They mostly start with skills below those expected for their age, particularly in language and communication, and make good progress.
- Pupils make good progress as they move through the school and leave with standards of attainment that are broadly average in English and above average in mathematics.
- Pupils have exemplary attitudes to learning. They feel very safe and enjoy school, shown in their enthusiasm and smiles in lessons. They are kind, confident and polite to each other and to adults. They behave outstandingly well.
- The quality of teaching is always good and sometimes outstanding. Teachers plan interesting lessons to meet the needs of all pupils. There is good support from teaching assistants.
- Attendance has improved in each of the last three years and is now above average.
- The curriculum is good and provides very well for pupils' spiritual, moral, social and cultural development.
- The headteacher, deputy headteacher, senior staff, subject leaders and governors have clear vision for improvement, shared by all staff. This has led to better teaching, use of data and the development of systems to track pupils' progress, which have all contributed to improved achievement and set the school on an upward path.

It is not yet an outstanding school because

- Teaching, although consistently good or better, does not yet enable all pupils to make better than expected progress from their starting points.
- Teachers often provide accurate next steps for pupils in their marking but do not always ensure pupils respond to these.
- Pupils do not have enough opportunities to develop their independence, to manage their own learning and to share their good work with others, particularly in Key Stage 2.

Information about this inspection

- The inspectors observed 17 lessons.
- Meetings were held with senior leaders, subject leaders, a member of the governing body, pupils and a representative of the local authority. An inspector spoke to parents at the beginning of the school day.
- A meeting was held with pupils from Key Stage 1, Key Stage 2 and with members of the school council. Opportunities were taken to speak to children in the Early Years Foundation Stage.
- A number of school documents were examined. These included information about pupils' progress, the school's self-evaluation, the school's improvement plan and pupils' work in their books. Inspectors heard some Year 1, Year 2 and Year 6 pupils read.
- The inspectors took account of the 30 responses to the online questionnaire (Parent View), the school's survey of parents, and 17 staff questionnaires.

Inspection team

Pamela Hemphill, Lead inspector	Additional Inspector
Dave Blackburne	Additional Inspector
Dominic Brown	Additional Inspector

Full report

Information about this school

- Rothwell is a larger than average size primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported at school action plus or with a statement of special educational needs, is similar to that found in most schools. The proportion supported at school action is greater than seen in most schools.
- The proportion of pupils from minority ethnic groups, including those who are learning English as an additional language, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, so that more pupils make better than expected progress by:
 - ensuring that pupils consistently reflect upon and respond to the good guidance given in marking for their next steps in learning and that all teachers check how pupils' learning has moved forward as a result
 - developing greater independence in pupils and taking the opportunity to give them more responsibility for their own learning and sharing their good work with others.

Inspection judgements

The achievement of pupils

is good

- Pupils' progress has improved and is set to continue this year. The overwhelming majority of parents who responded to the online questionnaire (Parent View) and the school's own parental survey consider their children to be making good progress. During the inspection, good progress was seen in all lessons observed.
- In the Early Years Foundation Stage, careful assessment of children on entry shows low skills, particularly in language and communication for a high proportion of children. As a result of teaching which is vibrant, methodical and encouraging, children make good progress because they are secure, kept busy and are encouraged to think for themselves. As a result, most get off to a good start in Key Stage 1, with skills and knowledge broadly in line with the expectation for their age.
- Pupils progress well in reading in Year 1. In 2012, pupils were well above the expected standard in their understanding of letters and sounds. A higher proportion of girls than boys reached the expected standard. Boys and girls were above the average for these groups by a similar margin.
- At the end of Key Stage 1 in 2012, results were below the national average in writing, mathematics and particularly in reading. As a result of better teaching, attainment this year is predicted to be in-line with the national expectation; this represents good progress for these pupils. Attainment is set to rise further to above the national average in 2014.
- At the end of Key Stage 2 in 2012, the proportion of pupils who made expected progress in reading, writing and mathematics was above national averages. Attainment was broadly average in English and above average in mathematics. Progress in English is now faster because of better teaching and results are set to improve this year to above average in English and to remain above average in mathematics. The proportion of pupils who are exceeding expected progress in Year 6 and who are set to attain Level 5+ in English and mathematics has increased and is predicted to rise above the national average. Progress in each subject is now good.
- Improving reading has been the key priority for the school and, as a result, has improved the most strongly of all subjects because the school has carefully identified why pupils, particularly boys, have been held back through a review of teaching and learning. Girls' attainment in reading is higher than that of boys in each year except in Year 6, where tracking shows both boys and girls to be above the national average.
- Disabled pupils and those with special educational needs in every year group make good progress in writing and mathematics. Progress has been slower for some pupils in reading in some year groups. Pupils are included in lessons with their classmates for English and mathematics and their needs carefully identified for additional support.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals, do exceptionally well in their learning as result of support, in line with the school's assessment of their vulnerability, and the gaps have closed. At the end of Key Stage 2 in 2012, all pupils achieved expected progress in English and in mathematics. Attainment was above that of similar pupils nationally and above other pupils in the school with all attaining Level 4+ in English and mathematics. The school successfully promotes equality of opportunity.

The quality of teaching

is good

- Teaching is good and sometimes outstanding. It has a good effect on the pupils' learning and has improved strongly since the last inspection.
- Good teaching in the Early Years Foundation Stage and teaching assistant support engage children in a range of well-planned activities inside and outside. Good teaching of letters and sounds leads to good progress. Children show great delight in recalling and demonstrating their learning in reading and they are happy to sound out their words and use good vocabulary.
- In the best lessons, teachers' expectations are high, pupils mostly understand what they are

learning and why, tasks are exciting and pupils apply and develop skills in realistic and purposeful ways.

- In a science lesson, pupils worked together as teams of forensic scientists. They found a message in a crime scene and used 'colour writing' to separate colours in the ink from a number of pens, so they could identify which one was used to write the message to identify the perpetrator of a crime. They applied understanding from art of black being a mixture of the three primary colours. Pupils enjoyed the lesson; some said they would consider science in their future career choices because they enjoy this subject so much.
- The quality and quantity of work in pupils' books are good. Teachers use information about prior learning to plan interesting lessons, which engage, inspire and meet the needs pupils.
- Teachers provide good opportunities for pupils to read and write for an audience or with real purpose, and to apply their numeracy across subjects. There is much evidence of this in topic work and in displays around the school.
- Marking of pupils' work is regular and thorough and gives next steps for learning. However, pupils do not always reflect and show that they act upon the advice given. Similarly, teachers offer too few opportunities for pupils to develop independence and to take charge of their own learning. Both of these impede pupils from making even better progress. Homework is used well to extend learning; pupils often carry out tasks to find out more about things that interest them.
- Disabled pupils and those with special educational needs do very well because they are given the right help in lessons so they learn with their class. Teachers carefully identify any further support needed from teaching assistants. Often learning is so good they cease to have special educational needs.

The behaviour and safety of pupils are outstanding

- Poor behaviour rarely happens in lessons because pupils concentrate, listen well, work cooperatively in groups and have positive attitudes to learning because they want to learn.
- Pupils, parents, teachers and other adults have very positive views about behaviour in the school. This was reflected in the outstanding behaviour inspectors saw and in the politeness shown to them consistently throughout the inspection.
- Teachers and other adults in the school are excellent role models because they display respect and care for others and have high expectation for behaviour at all times. One parent commented, 'When you leave year your child at this school you have peace of mind.'
- Pupils have good understanding of bullying, supported by lessons in personal and social education and the anti-bullying week organised and led by the school council. Pupils say bullying is rare and adults quickly take action. One pupil said, 'We are all friends here.'
- The way pupils from different social and cultural backgrounds work, play and learn together is harmonious and reflects the school's motto, 'It's good to be me; it's good to be here.' Pupils show respect for each other and for adults.
- Pupils make an excellent contribution to the school. For example, they welcome the opportunity to write a case for membership of the professionally run school council. The members manage and report on progress in the activities they undertakes to support fund raising for a range of good causes, to make the school healthier and to respond to suggestions made by other pupils. Pupils act as bully buddies and many help younger children at playtimes to keep them safe.
- During the 'Jobs Day' pupils welcomed parents into the school to learn about their work. They showed impeccable manners in their careful listening, the probing, thoughtful and mature questions they asked and the thanks they gave. Pupils' high aspirations for their learning and ambition for their future lives were shown in their questions about the qualifications and training they need.
- Pupils say they feel very safe and greatly enjoy school. This is shown in their attendance that has risen year on year so it is now above average. The school challenges poor attendance and

ensures that parents understand its high expectation for attendance. It supports families through home visits and use of the breakfast club and has good evidence of how this has improved the learning of some pupils.

- Pupils know how to keep themselves and others safe. This was seen in lessons, including science and physical education, and in their understanding of the safe use of the internet.
- The breakfast club and the good range of activities after school support pupils' social development very well.

The leadership and management are good

- The headteacher, ably supported by the deputy headteacher, the strong team work of leaders at all levels and the high quality of governance, has successfully improved the school since its last inspection. There is vision and direction shared by all for raising standards. The response of teachers and other staff to the staff survey confirms their very high commitment to the school and their support for its drive to improve further.
- Teaching has improved because of careful checks made which have led to appropriate support and training for staff. Teachers receive effective feedback from these lesson observations, in line with the Teachers' Standards, and use this information to set their personal targets.
- Accurate evaluation of strengths and areas to develop has led to effective planning for improvement. Leaders and governors have ensured the school's strategic planning has prioritised the areas for improvement identified at its last inspection and, as a result, pupils' progress, the quality of teaching and subject leadership have improved.
- The school plays an increasing role in the local cluster of schools and uses the expertise from outstanding schools to support its further development, particularly in teaching.
- The school supports pupils' very good spiritual, moral, social and cultural development through its rich and purposeful curriculum and the good range of visits, visitors and extra-curricular activities. The school has Healthy School status and is committed to this, for instance through an annual focus week. Pupils welcome and enjoy the opportunity for a residential experience and the high use of visitors to share their experiences. Pupils learn about and celebrate other cultures and are charitable, making regular contributions to causes identified by the school council.
- Links between home and school have been strengthened through its approach to extending pupils' learning through extended homework activities.
- The local authority has provided regular and effective support to the school since its previous inspection. It has high confidence in the school's commitment and ability to continue to raise standards.

■ The governance of the school:

- Governors are knowledgeable about the school and have challenged it successfully to raise standards. They use data well and ask pertinent questions to hold the school to account on standards. Governors are well informed about teaching and ensure the school continues to improve the progress of all pupils. They recognise the link between the performance of the headteacher, teachers, posts of responsibility and salary progression. The development plan is regularly reviewed by governors and they play an important role in evaluating the school. In conjunction with the headteacher, governors ensure funding is managed efficiently. They support the school's spending strategies for the pupil premium funding, particularly the extended range of support for learning, resources provided for the homework club and provision through the breakfast club. As a result, the school is closing the attainment gaps between pupils eligible for the pupil premium and others. Linked governors for each subject have challenged and supported the development of subject leadership since the last inspection. Governors are trained in safer recruitment and they ensure safeguarding meets the statutory requirements.

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	107982
Local authority	Leeds
Inspection number	400956

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair	Pauline Walker
Headteacher	Janet Booth
Date of previous school inspection	6 July 2010
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