

# Rainbow Forge Primary School

Beighton Road, Hackenthorpe, Sheffield, South Yorkshire, S12 4LQ

**Inspection dates** 26–27 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Achievement in English and mathematics is inadequate because too few pupils make or exceed the nationally expected rate of progress in Key Stage 2. Attainment in reading, writing and mathematics by the end of Year 6 is consistently below average.
- In the recent past, the progress of pupils supported through the pupil premium has been inadequate.
- The quality of teaching has improved but there has not been enough good teaching for long enough to overcome inadequate achievement at the end of Key Stage 2.
- The teaching of writing requires improvement to overcome weaknesses in spelling, grammar, punctuation and presentation. Pupils do not read a wide enough range of texts.
- Not all teachers identify and eliminate gaps in pupils' basic mathematical skills of number, calculation and place value.
- Marking does not always offer good enough feedback to help pupils improve their work.
- Pupils' attitudes to learning are variable. In some lessons where the pace is slow, some pupils become inattentive.
- Attendance is below average. Leaders have not improved attendance rapidly enough.
- In the past, leaders' actions to improve teaching have not been taken quickly enough to eradicate gaps in pupils' knowledge. The role of subject leaders is not well enough developed.

### The school has the following strengths

- Children make good progress in the Early Years Foundation Stage and throughout Key Stage 1 because teaching there is good.
- The quality of teaching at Key Stage 2 has improved. As a result, the proportion of pupils making expected and better than expected progress is increasing.
- Pupils feel safe and well looked after.
- The headteacher's high expectations have led to the improvements now being seen.
- Governors are now challenging school leaders effectively, enabling them to contribute more fully to improving pupils' outcomes.

## Information about this inspection

- Inspectors observed 14 part lessons taught by 10 teachers, one of which was jointly observed with the headteacher. In addition, inspectors listened to pupils read, observed pupils during assembly and looked at samples of the pupils' work.
- Inspectors took account of 10 responses to staff questionnaires and 20 responses to the online questionnaire (Parent View), as well as talking to a number of parents to ascertain their views of the school.
- Inspectors held meetings with two representatives from the local authority and four members of the governing body, senior and middle leaders, and groups of pupils.
- Inspectors looked at a range of documents, including the school's view of its performance, the development plan, policies, records relating to behaviour, attendance and safeguarding, as well as the school's data on pupils' progress and attainment.

## Inspection team

John Dunne, Lead inspector

Additional Inspector

James Reid

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- Rainbow Forge is an average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils supported through pupil premium funding is above that found nationally. This is additional government funding for pupils known to be eligible for free school meals, in the care of the local authority, or from service families.
- The proportion of disabled pupils and those who have special educational needs supported by school action plus or who have a statement of special educational needs is in line with that found nationally. The proportion supported at school action is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The present headteacher took up post a few weeks before the last inspection.

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

- Further improve the quality of teaching, particularly in Key Stage 2, so that it is at least consistently good or better by ensuring that:
  - all teachers ask more searching questions in order to deepen pupils' understanding of what they are learning about
  - all teachers maintain a good pace in lessons, so that pupils are continually engaged, stimulated and challenged throughout all parts of the lesson and to ensure their attitudes to learning are always good
  - in all subjects, all teachers insist that pupils always produce handwriting to the highest standards of which they are capable
  - marking always gives pupils detailed information about what they need to improve, how to do it and that they are given time to practise it again so that they can learn from their mistakes.
- Increase the proportion of pupils making expected and better than expected progress in reading, writing and mathematics in Key Stage 2, in order to raise standards to at least in line with the national average by the end of Year 6 by:
  - giving pupils more opportunities to read a wider range of different styles of text
  - ensuring all teachers focus on improving pupils' basic skills of spelling, punctuation and grammar in everything they write
  - ensuring all teachers identify any gaps in pupils' basic mathematical skills of number, calculation and place value, then checking to make sure that teaching has ensured these gaps have been eliminated
  - improving the provision for those pupils supported through the pupil premium so that it allows them to achieve well.
- Improve the effectiveness of leadership and management by:
  - putting in place more effective measures to reduce further the number of pupils whose

attendance is low

- developing the role of subject leaders in checking the quality of teaching so they can become more effective in evaluating the school's performance and raising pupils' achievement.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Achievement in mathematics and reading has been inadequate.
- For the last two years, at the end of Key Stage 2, Year 6 pupils made inadequate progress in mathematics compared with their starting points at the end of Key Stage 1. Weak teaching in the past failed to identify and remedy gaps in pupils' knowledge and understanding well enough. As a result pupils did not acquire sufficient basic skills in number, calculation and place value.
- In 2013, Year 6 test results showed that pupils made inadequate progress in reading. Pupils' reading skills are underdeveloped because they are not yet given sufficient opportunities to read a wide enough range of styles and texts.
- Pupils do not demonstrate enough accuracy in their use of grammar, spelling and punctuation. This hinders their achievement in writing.
- In 2013, test results showed writing standards were much closer to the national average compared with those for reading and mathematics. The school's secure data for pupils currently in Year 6 shows that the proportion making expected progress in writing and mathematics is now higher than seen nationally indicating that the improvement is continuing.
- The proportion of pupils reaching the higher Level 5 in reading, mathematics and in spelling, punctuation and grammar tests in 2013 was significantly below average. This is because the most able pupils have made too little progress. Across the school, their achievement is starting to improve because teaching now provides a better level of challenge.
- Children join the Early Years Foundation Stage with skills that are below and sometimes well below those normally expected, particularly in literacy. Good teaching, including that for phonics (letters and the sounds they make) and a rich range of activities, enables them to make good progress and provides children with a solid foundation for learning in Year 1. Good progress is maintained in Key Stage 1. Standards in reading, writing and mathematics by the end of Year 2 have improved over the past three years and are now slightly above the national average. In 2013, the proportion of Year 1 pupils who met the required standard in the national screening test for letters and sounds was average.
- Achievement in Key Stage 2 is now improving. School data indicates that in each individual year from Years 1 to 5 in 2013, pupils, on average, made at least the expected rate of progress over the year in reading, writing and mathematics.
- Inspection evidence from observing lessons and pupils' work, along with the school's accurate data, show that progress is improving quickly due to improved teaching. However, these improvements are too recent to impact on the 2013 national test results or to raise the lower than expected standards currently attained by pupils in upper Key Stage 2, who have underachieved in the previous years.
- Although the achievement of disabled pupils and those with special educational needs is improving, it still requires improvement. The school's most recent assessment information and inspection evidence show that more pupils are making good progress because of better quality teaching and more sharply focussed intervention and support.
- In 2013, Year 6 pupils supported by the pupil premium made inadequate progress. In English and mathematics they were approximately 20 months behind that of their peers and about 12 months behind similar pupils nationally. Because the quality of teaching and support they receive is now much improved the attainment of eligible pupils is now much more in line with other pupils in the school. This clearly demonstrates that the school is trying to promote equality of opportunity more effectively. However, inequalities and significant underachievement over time still exist.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it has not overcome underachievement at the end of

Key Stage 2, including by those pupils eligible for the pupil premium.

- Teaching has improved. Good and outstanding teaching was seen during the inspection as well as some requiring improvement. Teaching has raised standards in the Early Years Foundation Stage and at Key Stage 1. The quality of teaching in Key Stage 2 has been strengthened by new appointments and higher expectations set by the headteacher. The proportion of teaching that is good or better has increased; even so, this teaching has not been sustained for long enough to make up for pupils' past underachievement.
- In the past, teachers have not always identified gaps in pupils' basic mathematical skills of number, calculation and place value or provided the tasks necessary to address this well enough and to eliminate gaps in their knowledge and skill. Although this is starting to improve, there is more to do, for example, by ensuring that pupils line up their hundreds, tens and units correctly.
- Achievement in reading is hampered because teachers do not always make sure that pupils understand the meaning of what they are reading, nor do they provide enough opportunities for pupils to read a wide enough range of different styles and texts.
- Teaching does not focus well enough on developing pupils' basic literacy and numeracy skills. Teachers' expectations of pupils' handwriting are not always high enough and, as a result, pupils' presentation of work is sometimes poor. Older pupils still do not always use capital letters and full stops appropriately.
- Teachers do not always use probing questions to encourage pupils to think deeply about what they are learning, such as to explain how different types of writing and vocabulary are used to convey meaning.
- In a minority of lessons, the pace is too slow and teachers do not always plan work which keeps pupils engaged, stimulated or challenged enough through all parts of the lesson. In such cases, some pupils' attention drifts and this slows learning.
- The quality of marking is variable. It does not always give pupils detailed information about what they need to do to improve their work or how to do it. Teachers do not give pupils the time they need to practise their work again so that they can learn from their mistakes.
- In the Early Years Foundation Stage and in Key Stage 1, teaching is good and sometimes outstanding. Teachers engage pupils with interesting tasks and purposeful activities. They plan different work for various groups, taking good account of what pupils have already learnt and so work is well matched to pupils' varying needs and abilities. In such lessons, pupils quickly move on to activities that are appropriate for their level of ability.
- The contribution of teaching assistants has also been strengthened. They are now often deployed well to support all pupils, particularly disabled pupils, those with special educational needs and pupils eligible for the pupil premium. As a result, more pupils are starting to make better progress.
- Teachers make effective use of a range of resources, including new technology, to support learning.

### **The behaviour and safety of pupils**

### **requires improvement**

- Behaviour and safety require improvement because pupils' attitudes to learning are variable. In lessons where the pace is slower, pupils' interest wanes.
- For the past three years, attendance has been below average and too many pupils have been persistently absent. Some pupils' attendance remains too low because absences are not yet tackled effectively enough.
- Pupils told inspectors that over the past two years behaviour, which in their view used to be poor, has improved dramatically and that this has had a positive impact on their learning. They say that lessons now are almost never disrupted. There has also been a significant reduction in the number of exclusions, and there have been none in recent times.
- Pupils' behaviour in lessons is good. They also behave well around the school and at social times, including in the playgrounds and in the dining room. Pupils are proud of their school and say that they enjoy their education. They are polite, take pride in wearing their uniform smartly

and are welcoming to visitors. Pupils accept willingly a variety of opportunities to take on positions of responsibility.

- Pupils say bullying is extremely rare and dealt with very effectively. In circle time, for example, the school has focused on raising awareness of all forms of bullying, including inappropriate language relating to sexual orientation. Pupils said they have never heard such language used.
- Restorative justice is used effectively to deal with problems in relationships. As a result, pupils are confident that they feel very safe and very well looked after in school. This was mirrored in parents' responses in Parent View.
- Pupil's awareness of safety outside school is good and pupils said they are made well aware of the dangers associated with social media sites and the internet.
- Parents are very positive about the way their children are kept safe and cared for well.

## The leadership and management requires improvement

- Since the last inspection, leaders and managers have taken too long to remedy pupils' underachievement in reading, writing and mathematics within Key Stage 2. They have not fully addressed some of the areas identified for improvement at the last inspection, nor secured the required improvement in achievement at Key Stage 2. However, recent improvements clearly demonstrate the ability of leaders and managers to bring about further improvement. These include improvement in pupils' behaviour and attendance. Weaknesses in teaching have been tackled, teaching has improved, and pupils' progress is now accelerating.
- The headteacher has been central to the improvements now being seen. On her appointment, she quickly identified that too much teaching in Key Stage 2 was weak. In particular, teachers' assessments were not used effectively enough to identify and remedy underachievement. As a result, there were many gaps in pupils' learning.
- The headteacher has put in place many initiatives to drive improvement forward at a better rate, including improved systems to check on the progress of individual pupils and groups. These initiatives have only been effective for a short time and so are yet to make a sustained difference to pupils' learning.
- The leadership of teaching has improved. Together with the help of the local authority and outside experts, teaching and learning has been monitored more rigorously and regularly and leaders are tackling robustly the weakest teaching. Where teaching is not good enough, staff receive intensive training and are held to account for their improvement through the school's performance management systems.
- Performance management of staff is now more closely linked to improvements in the pupils' achievement. Expectations of performance are now much higher. All adults are given clear targets for improvement, which are fully understood and are supported by relevant plans for their professional development. Staff know that any movement along the pay scale will be linked to improvements in pupils' achievement.
- Recently, subject leaders have been given more responsibility for checking on learning in their areas of responsibility, but this is at an early stage. Their skills are not fully developed and therefore, they do not yet make an effective contribution to improving teaching and pupils' achievement.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well. Recent and continuing curricular developments, including more focused curriculum planning, shows that it is matched increasingly well to pupils' varying needs and abilities. However, there is not yet a strong enough focus on developing pupils' basic skills in reading, writing and mathematics.
- The new Primary School Sport funding is being used well. A recently-appointed specialist physical education teacher is improving teachers' skills in physical education and this is promoting pupils' healthier lifestyles and better physical well-being.
- **The governance of the school:**
  - Since the last inspection, the effectiveness and expertise of the governing body have improved. Training sessions have improved governors' ability to support improvement and

hold the school to account. The governing body now includes members with the necessary skills to accurately interpret data about pupils' progress. This is enabling governors to check more rigorously on how effectively the school performs in comparison with others and to ensure that pupils' attainment and progress improve. Key members have a good understanding of the effectiveness of every teacher and check to ensure the school allocates spending to improve standards where it is most needed. Governors ensure that the pupil premium funding is used wisely, such as to provide effective training for staff, including teaching assistants. They know that this has resulted in a significant narrowing of the gap in attainment between pupils eligible for the pupil premium currently on roll and others. Governors ensure that all statutory responsibilities for safeguarding are met.



## 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

<b>Unique reference number</b>	107005
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	425745

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Hoar
<b>Headteacher</b>	Jane Loader
<b>Date of previous school inspection</b>	2 February 2012
<b>Telephone number</b>	0114 2487342
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