

Rothwell Haigh Road Infant School

Haigh Road, Rothwell, Leeds, LS26 0NQ

Inspection dates 3–4 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's dedication and vision to continually improve the work of the school is fully shared by leaders, governors and staff. Their hard work and commitment have successfully improved pupils' achievement and the quality of teaching.
- Pupils are proud of their school and enjoy learning. Parents are overwhelmingly positive about the school and its work.
- Provision for children in the early years is effective. Pupils benefit from a good, secure and happy start to their time in school.
- Pupils' achievement is good. Pupils make good progress in reading, writing and mathematics including pupils with disabilities or special educational needs or those who are disadvantaged.
- Teaching and learning are good. Activities stimulate pupils' interests so that they are keen to learn.
- The curriculum is broad and balanced. It promotes pupils' spiritual, moral, social and cultural development successfully.
- Pupils are polite and courteous. Behaviour is good both in the classroom and around school. Pupils say they feel safe because staff look after them well and teach them how to avoid danger.
- The school engages extremely well with parents and continually strives to reach out to them. Parents are well informed about their children's learning and how they can help their children at home.
- Transition arrangements are effective. The close links with the partner junior school build upon pupils' skills, knowledge and understanding as they move on to the next stage of their education.
- Governance is astute. It both challenges and supports the school well to ensure it continues to improve.

It is not yet an outstanding school because

- Progress is not always as rapid as it should be. Challenge is not consistently evident for the most able pupils in mathematics. Boys do not make as much progress as girls in writing because activities do not always capture their interests.
- Pupils do not have sufficient opportunities to respond to teachers' marking and so opportunities are missed for them to learn from their errors.

Information about this inspection

- The inspectors observed 13 lessons or parts of lessons, one of which was observed jointly with the headteacher.
- Meetings were held with senior leaders, middle leaders, staff, members of the governing body, a representative from the local authority and a group of pupils.
- Inspectors examined the school’s documentation relating to pupils’ progress, school self-evaluation, school development planning and policies linked to safeguarding. Inspectors carried out a scrutiny of pupils’ work and looked at displays in classrooms and around the school.
- Inspectors listened to pupils from Year 2 read. Inspectors spoke to children informally during playtimes and lunchtimes.
- They took into account 39 responses received at the time of the inspection from the online questionnaire (Parent View) plus one letter received from a parent.
- Inspectors took account of the two responses to the staff questionnaire.

Inspection team

Maria McGarry, Lead inspector	Additional Inspector
Melvyn Hemmings	Additional Inspector

Full report

Information about this school

- This is a smaller than averaged-sized primary school. It is an infant school with placement for 15 hours Nursery provision.
- There are more boys in the school than girls. The great majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils, those eligible for the pupil premium funding, is above average. The pupil premium is additional government funding for pupils known to be eligible for free schools meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above average.
- The school offers a breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching even further and raise achievement by:
 - providing activities which challenge the most able pupils so they make even better progress in mathematics
 - motivating boys more in their writing so that they make the same progress as the girls
 - giving pupils time to correct and review their work in response to teachers' comments in marking.

Inspection judgements

The leadership and management are good

- Leaders and managers, including governors, have a clear view of the school's performance. The school's self-evaluation document is both accurate and robust. Leaders have a good understanding of how to continue to drive the school forward.
- A culture of high expectations for pupils, staff, leaders and governors has been created, which has led to good teaching, achievement and behaviour across the school. This ensures the effective promotion of equal opportunities. Although at times some pupils, especially the most able in mathematics, do not always make good progress there is no significant variation in the progress of different groups of pupils. Leaders ensure this is a very secure and happy school that fosters good relations. There is no discrimination and pupils have many friends.
- Leaders frequently check upon the quality of teaching and the quality of work produced by the pupils. Systems for managing the performance of teachers are robust. Staff are set targets to achieve and salary rewards link closely to the achievement of these targets. Training is provided when needed and leaders ensure all staff develop their practice so that they become highly skilled and effective in their roles.
- The school is developing its middle leaders well. They lead their subjects effectively and check the quality of teaching and progress of learners. Leaders are aware of the priorities in their subjects and offer useful advice and guidance to colleagues.
- Leaders ensure the curriculum is broad and balanced. It provides pupils with many opportunities to promote their spiritual, moral, social and cultural development. Good regard is given to the promotion of traditional British values and the appreciation of other cultures. Pupils visit a Sikh temple and a synagogue and learn about other faiths. Staff promote successfully across the curriculum pupils' respect for each other, good behaviour and good attitudes to learning.
- The curriculum responds well to pupils' needs and interests, which ensures the majority of pupils are eager to learn. It provides opportunities for pupils to apply and practise their basic skills in reading and writing alongside research opportunities.
- The curriculum is enhanced through trips and visits. Pupils have the opportunity to take part in community activities such as the Leeds in Bloom Competition and the local allotment association activities. This extends their understanding of their role in the local community.
- Parental engagement is a strength of the school. Leaders establish an effective working partnership between home and school. Parents know how they can support their child's learning and progress. They value the many opportunities to be involved in school and take part in Art Week, Book Week and information sessions about phonics (letters and their sounds) and family mathematics.
- The school uses pupil premium funding well and this has had positive impact on the achievement of eligible pupils.
- The primary school sports funding is managed effectively. It is developing staff expertise in physical education while providing increased opportunities for pupil participation, which has included the baton relay, athletic workshops and the Skipping Festival.
- A strong partnership exists with the junior school which provides opportunities for staff to share their expertise and learn from each other. The partnership supports transition arrangements well.
- The local authority provides light-touch support for this good school.
- Arrangements for safeguarding and child protection procedures are robust and meet statutory requirements.

■ The governance of the school:

Governors have an accurate view and understanding of the school and its work. They analyse data and have a clear understanding of the school's performance and what needs to be done to ensure continuous improvement. Governors are fully involved in school activities and contribute to the school's self-evaluation document and school development plan. The governing body has recently been reconstituted and, as a result, it now has a clear understanding of its roles and responsibilities. Governors hold the school to account well and both challenge and support leaders to ensure the best outcomes for pupils and the school. Governors have their own action plans and regularly check the work and impact of the school. Financial procedures are secure and governors manage the school's budget astutely. They know how the pupil premium and sports funding are spent and the impact this has on outcomes for pupils. Governors ensure rigorous procedures are in place to monitor teachers' performance. They check safeguarding procedures and policies are robust.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of pupils is good. School records, inspection observations and discussions with pupils, staff and parents' responses show that this is typical. Pupils learn in a stimulating and orderly environment with plenty of well-supervised activities that keep them busy and active outside at break times.
- Pupils behave well in lessons and around the school. In lessons, most pupils listen well and respond to tasks appropriately. They generally demonstrate good attitudes to learning. These positive attitudes contribute well to their progress. They present their work neatly in most books.
- Pupils say that behaviour is usually good but, occasionally, a few pupils misbehave. Sometimes, in lessons, pupils lose concentration and begin to fidget or chat.
- Pupils are friendly and get along well together either in the playground or in the dining hall. They understand, and mostly abide by, the school's 'Golden Rules' about behaviour. Assemblies reinforce a positive approach to behaviour as does the school's reward systems.
- Pupils show respect, consideration and are helpful to staff and each other. They are proud of their responsibilities, which include acting as school councillors and midday helpers. Pupils learn about democracy as they vote to elect school councillors and these pupils are very confident in their role. They present the prayers in assembly respectfully. Pupils enjoy helping, such as acting as midday helpers.
- Staff have made a determined effort to make sure pupils and parents understand the importance of attending regularly. As a result, attendance has improved over time and is now broadly average.

Safety

- The school's work to keep pupils safe and secure is good. Safeguarding arrangements, including child protection, are robust. Staff are trained well and are fully aware of procedures. Meticulous records are maintained. Pupils say that they feel safe in school and parents confirm this. Pupils know how to keep themselves safe and are taught to avoid dangers. They know about road safety and the potential danger of strangers.
- Pupils say that there is nothing they would like to change about the school. They are tolerant and respectful of each other and the school confirms this. Pupils know about different forms of bullying through the school's work linked to anti-bullying and e-safety. They say that there is some name calling but bullying is rare and promptly resolved.

The quality of teaching**is good**

- Well-organised classrooms with attractive displays, a scrutiny of pupils' English and mathematics books and leaders' checks on teaching, indicate that over time teaching is typically good. This contributes well to pupils' good achievement.
- Staff apply their good subject knowledge well. They use questions effectively and challenge pupils' thinking skills and deepen their understanding.
- Teachers have high expectations of behaviour, which leads to learning taking place in an orderly atmosphere.
- Where teaching has the strongest impact, teachers address quickly pupils' errors or misconceptions through ongoing assessment and feedback. This helps deepen pupils' understanding.
- The teaching of reading is effective. Teachers ensure pupils apply their phonics skills well to tackle new words because they teach phonics successfully.
- The teaching of writing is effective overall. Sometimes, teachers do not address fully the needs of boys. The writing of some boys is not as strong as the girls' writing.
- There is effective teaching of many aspects of mathematics. Teachers use successfully the information they collate about pupils' progress and ability. Overall, this means that tasks match pupils' ability but the challenge is not always consistently high for the most able pupils.
- Teaching responds well to the needs of the learners. The school's new approach to planning and teaching that allows more opportunities for pupils to select activities across Key Stage 1 is working well. Pupils now have more time for practical activities that involve investigation and reasoning, particularly in mathematics.
- Leaders and teachers deploy teaching assistants effectively. Teaching assistants support learners successfully in class, in small groups or on an individual basis. There is clear evidence of positive relationships, which support pupils in both their learning and social and emotional development.
- Teachers mark pupils' work thoroughly. Marking provides feedback and the next steps pupils need to take.

However, there is little opportunity for pupils to act on this feedback and improve their work.

- Staff ensure that homework extends successfully pupils' learning at home.

The achievement of pupils is good

- Since the last inspection, standards at the end of Year 2 in reading, writing and mathematics have risen steadily over time. Attainment, as shown in national assessments in 2014, was above the national average in reading and writing and broadly in line with the national average in mathematics. Standards have continued to rise and more attention is given to pupils consolidating their skills in mathematics. Current standards are above average for pupils in Year 1 and Year 2 in reading, writing and mathematics.
- Progress in books and as seen in the school's tracking system is good. A high proportion of pupils are already making good progress from their individual starting points in reading, writing and mathematics.
- Pupils read well. They understand and use phonics effectively in their reading and writing. Pupils enjoy reading and talking about the books they read. Some pupils read with a high degree of fluency, accuracy and understanding. Leaders addressed effectively the dip in the Year 1 phonics check in 2014 through staff training and the reorganisation of the teaching of phonics in Key Stage 1. Outcomes are improving significantly.
- A systematic review of the teaching of mathematics across the school is securing higher standards. Practical tasks and a focus on learning to apply skills extend pupils' ability and confidence. Parent workshops ensure that learning in the classroom is consolidated at home using appropriate strategies.
- Pupils' attainment in writing is above average. Pupils' books show neat handwriting and accuracy in spelling and grammar. At times, the boys are not enthused by the topics and they lack enthusiasm for writing and this slows their progress. The school is working to improve this with additional advice and a visiting consultant, although these changes are relatively new and have not shown an impact on the attainment of boys.
- The standards reached by disadvantaged pupils in Year 2 in 2014 are above average. They make good progress and attain better than the national average. This is a result of the extra support and interventions provided to ensure that this group of learners achieve well.
- Staff support well disabled pupils and those who have special educational needs so that they make good progress given their starting points. These pupils attain significantly higher than this group nationally, particularly in reading. Provision meets their needs.
- The most able pupils make good progress, especially in reading. Overall, their progress in mathematics is good although, at times, tasks are not hard enough to ensure they always make rapid progress.

The early years provision is good

- Children enter school with skills and abilities that are below, and sometimes significantly below, those typical for their age especially in language and communication. They make good progress in the Nursery and Reception classes.
- High numbers of children join the school in the Reception Year having not attended the Nursery previously. Even so, by the end of the Reception Year, the majority have skills and abilities which are at, or for some, above the national average. They are prepared well for starting in Year 1.
- Good teaching ensures children experience well planned and purposeful learning opportunities. Staff monitor closely children's progress. Staff use information to plan activities which capture the interests of children and ensure these match closely their abilities. As a result, children make good progress given their individual starting points. Staff identify quickly those needing help and provide good support. Well-planned activities ensure that the most able children are challenged in their learning and thinking.
- The children's learning journals evidence a wide range of stimulating and purposeful work. These demonstrate well the learning and progress of the children. Children enjoy a good mixture of activities to arouse their curiosity and learning. They choose between those led by adults and others they can select for themselves.
- Parental engagement is a strength. The staff encourage parents to contribute to their children's learning through the Stay and Play activities and contributions to children's learning journals. Parents feel welcome in this caring and nurturing environment.
- There is effective leadership and management of the early years provision. The leader has an accurate understanding of the setting and knows exactly what needs to be done to ensure continued improvements. Children's good behaviour and careful response to activities show that they feel safe and

confident in the setting. Safeguarding procedures are robust and ensure excellent care for children's well-being and safety.

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	107833
Local authority	Leeds
Inspection number	448367

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Susan Bulmer
Headteacher	Sally Boutlon
Date of previous school inspection	23 November 2009
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