

Rowley Lane Junior Infant and Nursery School

Rowley Lane, Lepton, Huddersfield, West Yorkshire, HD8 0JD

Inspection dates

31 March–1 April 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Leaders, managers and governors have a good understanding of what is working well and what could be improved still further within the quality of teaching and pupils' achievement.
- Leaders have a clear vision for returning the school to its previous excellence; staff work together well towards this clear, joint goal.
- The governing body is effective. Governors use their skills and experience to provide a good balance of support and challenge.
- Leaders ensure that the school's work to keep pupils safe is good. They respond quickly to concerns. Communication with parents is good.
- Pupils' behaviour is outstanding. Pupils are punctual to school and display exceptionally positive attitudes in lessons.
- Pupils' attendance is above average. Pupils display excellent attitudes to their learning and explain 'we love coming to school'.
- Teachers ensure that lessons are well planned. They provide pupils with good opportunities to practise their written and mathematical skills across a range of subjects.
- The school is increasing the proportion of pupils who make better than expected progress effectively. This is now close to the national average.
- Early years provision is good. Children in the early years benefit from a positive start to school and make good progress. The classroom areas are bright and purposeful. Leaders make sure that there is a good balance of adult-led activities as well as plenty of opportunities for children to decide for themselves what to do.
- The school has a rich tradition of sporting excellence and has also gained a number of awards for artistic endeavour. These enrich the curriculum effectively.

It is not yet an outstanding school because

- The proportion of pupils making better than expected progress in writing and mathematics is not high compared to the national average.
- The quality of teachers' marking is not consistently strong enough for all pupils to have a sharp and focused understanding of how to improve their skills in writing and mathematics.

Information about this inspection

- Inspectors conducted a number of inspection activities jointly with the headteacher and senior leaders, including observing learning in class and looking through work in pupils' books.
- Inspectors spoke with pupils about their views on behaviour and how the school keeps them safe. Inspectors also spoke to pupils about their learning and together looked at work in their books.
- Meetings were held with senior leaders, school staff, governors and a representative from the local authority.
- Inspectors observed behaviour at lunchtime, break times, around school and during assembly.
- Inspectors considered the 79 responses to the on-line questionnaire (Parent View) and also took account of the school's own recent survey of parents' views. Inspectors spoke with a number of parents during the two days of the inspection and received a number of letters and telephone calls.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and monitoring, records of behaviour and attendance and documents relating to safeguarding and child protection and risk assessments.
- Inspectors also took account of the 31 responses to the inspection questionnaire for staff.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

David McBride

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium is below average. The pupil premium is additional government funding provided for children who are looked after by the local authority and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Since the last inspection, there have been a significant number of changes. A new headteacher has been appointed, together with a new senior leadership team. A new Chair of the Governing Body has been appointed and a number of new governors elected. A new leader responsible for special educational needs provision started at the school in September 2014.
- In 2012, the school building was refurbished.
- The school has part-time nursery provision. Provision in Reception is full time.
- School leaders support a number of schools in conjunction with the local authority. The headteacher is part of the local authority working party to develop a new system of assessment across all primary schools.

What does the school need to do to improve further?

- Improve further the quality of teaching so that a high proportion of pupils makes better than expected progress in writing and mathematics, by:
 - improving the quality of marking so all pupils have a clear understanding of what skills they need to develop to improve their work.

Inspection judgements

The leadership and management are good

- The headteacher and senior leaders have a good insight into the school's effectiveness. School improvement plans are focused on the correct priorities and targets are robust.
- Newly appointed leaders in 2013 recognised that too few pupils were making better than expected progress. Since then, they have driven with tenacity improvements to the quality of teaching and to curriculum development.
- Leaders check on teaching quality in a way that supports and encourages all staff. Staff morale is high. Staff are enthusiastic and highly committed to improve further the impact of their work.
- The headteacher has reformed the structure of middle leadership. Phase leaders keep a close check on teaching and progress in their key stages. This enables them to ensure effectively that the activities are designed to help an increasing proportion of pupils make better than expected progress.
- A new leader with responsibility for leading special educational needs has wasted no time in introducing further improvements to the good provision.
- The use leaders make of assessment information to track pupils' progress is currently under review. The headteacher is joining with other headteachers within the local authority to develop an approach to assessment which best meets the needs of the new National Curriculum requirements and the national assessment reforms.
- The local authority previously provided only 'light touch' support for this school. School leaders speak highly of the support and advice they now receive when they request either.
- Leaders have developed a rich and varied curriculum for pupils to enjoy. The school has great success in local and national sporting events. The school has received other nationally recognised awards, for example the Gold Arts Mark. Leaders also ensure that pupils receive a broad and enjoyable curriculum within their lessons. Local trips and residential visits further enrich the pupils' experience.
- The promotion of pupils' spiritual, moral, social and cultural development is very effective because these aspects are interwoven into pupils' day-to-day experiences in school. For example, older pupils regularly discuss current news articles, such as how we can use our national resources responsibly. This helps to develop well-rounded individuals, who have a good understanding of British values and are well prepared to start secondary school.
- Leaders speak very highly of the work of the parent association. Indeed, the recently refurbished library is testimony to their success. Pupils also say they enjoy the recently built bouldering-wall on the playground 'just as much!'
- Leaders use the primary sport funding to enhance further the already strong provision for this aspect of school life. The use of the pupil premium fund is also used wisely to ensure that disadvantaged pupils have the same opportunities as others. This typifies leaders' commitment to provide equality for all pupils. The school fosters good relationships and tackles any discrimination.
- School leaders ensure that statutory requirements regarding safeguarding and child protection are met and are effective in securing pupils' well-being, health and safety.
- **The governance of the school:**
 - Governance is effective. The governing body has a good balance of highly experienced, as well as recently appointed, members. Together, they have a wide range of professional experience, which they use effectively to balance support and challenge to school leaders. Governors have a secure understanding of school performance data and are well informed regarding pupils' achievement and the quality of teaching. They are clear about the management of teachers' performance, including what teachers have to do to progress up the pay scale and have high expectations for excellence. They have ensured that any previous underperformance has been addressed effectively and that all teaching is, once again, at least good.
 - Governors have a good understanding of how additional funds are used. For example, they know how the pupil premium is used to provide equality of opportunity for disadvantaged pupils. They keep a careful watch on the school's budget and ensure that the school achieves good value for money.
 - Governors are acutely aware of the importance of preparing pupils for their role as citizens in modern Britain. They make sure that fundamental values such as fairness, tolerance and acceptance are firmly embedded in school life.

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

- The behaviour of pupils is outstanding.
- From the beginning of the early years, pupils understand very clearly what is expected of them. Their excellent behaviour makes the school a calm, well-ordered and welcoming place where learning takes place without disruption. Attendance is above average, punctuality excellent and exclusions exceptionally rare.
- Pupils listen politely to one another and value opinions which may differ from their own. In lessons, pupils show curiosity and a great eagerness to learn. They cooperate well with one another and encourage each other to try their best.
- When pupils are provided with good quality marking, they respond quickly to the guidance they receive.
- There is mutual respect in the relationships between adults and pupils. Older pupils provide very good role models to younger children in school. They willingly serve as school librarians, or 'befrienders' which helps the smooth running of school life effectively.
- Pupils' outstanding behaviour also ensures that break times and lunchtimes are happy and enjoyable for all.
- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils know right from wrong very clearly and have many opportunities to reflect on how to be helpful and responsible citizens in life.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils explain how 'we feel very safe in school' and appreciate that 'there is always someone to talk to if we are upset or need advice.'
- Pupils are helped to have a very good understanding of how to stay safe when, for example, using the Internet. Leaders have developed a school-based social media site, and pupils know to press the 'whistle blowing' button if they are concerned, for example, about any comments. This helps pupils know how to use other social media sites outside school wisely.
- The recently appointed leader responsible for leading special education needs provision is introducing new systems to record how often pupils visit the nurture room. This is helping leaders keep better track of how effective this provision is in helping those pupils who may need extra support to manage their emotions or behaviour.
- Leaders recognise that, while risk assessments for local visits meet requirements, more can be done to learn from one trip to inform the next. Plans are under way to review how these risk assessments can be improved still further.

The quality of teaching is good

- Teaching promotes good achievement in reading, writing and mathematics. Teachers plan lessons well to make sure they capture pupils' interests. They provide imaginative work which helps pupils to link what they are learning in one subject with other areas of the curriculum. For example, Year 6 pupils use their information technology and writing skills to explore further how we can use our natural resources in a sustainable way. This followed a visit to a local water treatment plant.
- Teachers have a good knowledge of the subjects they teach, which gives them confidence in planning and delivering interesting lessons. They keep a careful watch on pupils' progress during lessons and offer appropriate guidance about how pupils can improve their work in the time available.
- The quality of marking varies across the school. While all staff make sure pupils' efforts are recognised and praised, not all teachers are giving clear enough guidance about how pupils can improve the quality of their work. This limits the progress they make. There are exceptions to this and the quality of some marking, for example in the Year 6 mathematics books, is excellent. On these occasions, pupils respond quickly to this advice, which helps them make rapid gains in their learning.
- Phonics (the sounds represented by letters) are taught very well and pupils in the early years and Year 1 make good progress. Those who initially struggle are supported well and soon catch up with others in their class.
- The teaching of reading is very good and pupils develop a love of reading and speak of the wide variety of books and authors they enjoy. The school benefits from a large number of willing volunteers, parents and

other family members, who support by listening to pupils read on a daily basis.

- The teaching of writing and mathematics is good and staff are working effectively to increase the proportion of pupils making better than expected progress in lessons and over time. Pupils write at length across different subjects and their teachers help them to have a good understanding of their grammar, punctuation and spelling. Teachers also provide many opportunities for pupils to practise their mathematics skills by solving problems and also supporting work in, for example, geography and science.
- Teachers and support staff also provide valuable, targeted 'catch-up' activities. This complements well what pupils are learning in lessons.
- Teachers give good levels of support for disabled pupils and those with special educational needs. Teaching assistants know pupils' needs well and what is expected in each session. They work purposefully with pupils to ensure that they make the same good progress as others in their class.

The achievement of pupils

is good

- Pupils achieve well, they make good progress and leave school with standards that are above average.
- In 2014, results in the national check on phonics were above average for all groups of pupils. Those who need more support are helped to catch up with others in the class by the end of Year 2.
- Standards at the end of Year 2 are above average in reading, writing and mathematics. An above average proportion of pupils reaches Level 3 in reading and mathematics and a broadly similar proportion reaches this higher level in writing.
- Standards by the end of Year 6 improved significantly in 2014 and were above average in reading, writing and mathematics. Once again, the proportion of pupils reaching the higher levels was above average, and significantly so in reading and mathematics.
- The proportion of pupils making expected progress is high. There is clear evidence from school data, work seen in pupils' books and lessons observed that the proportion of pupils who are making better than expected progress in lessons and over time is increasing and is now close to the national average. This represents good progress from pupils' starting points in school.
- Disadvantaged pupils also benefit from effective support and they are now also making good progress. This is helping to close the gaps in attainment with other pupils that exist within school and with other pupils nationally. In 2014, disadvantaged pupils left school five months behind others in school in their reading, but similar to other pupils nationally. In writing, disadvantaged pupils left school 10 months behind others in school and six months behind other pupils nationally. In mathematics, disadvantaged pupils left 10 months behind others in school and five months behind other pupils nationally.
- An increasing proportion of pupils is joining the school from minority ethnic groups. These pupils are helped to make the same good progress as others in their class.
- The school also provides effectively for disabled pupils and those who have special educational needs. These pupils are also making good progress overall because work is planned well to meet their individual needs. Support staff also understand what is required to build the self-esteem of these pupils.
- The school's work to challenge the most able pupils is paying off. Most are now making good progress and, for some pupils in upper Key Stage 2, progress is outstanding in writing and mathematics.

The early years provision

is good

- Children enter the early years with skills, knowledge and understanding that are generally typical for their age. By the end of Reception, children have made good progress and are well prepared to start Year 1.
- Children behave well. They settle into school quickly and happily. They soon develop really positive attitudes to learning. Members of staff form strong relationships with the children and encourage them to be independent. As a result, children make right choices about their work and make good progress in the Nursery and Reception classes.
- Children are kept safe and healthy. Adults are successful in encouraging them to develop self-help skills. This helps them make the most of the time they have in the early years provision.
- Teaching is good because children are given a wide variety of inviting activities to capture their imagination. There is a good range of activities led by adults, but equally good opportunities for children to decide for themselves what they want to do and how they want to learn.

- The early years leader has an accurate view of what is working well and what could be better still. For example, she recognises that the indoor provision is excellent, but now needs to improve further the outdoor provision to match the high quality found indoors. Leaders are also developing the way observations are made of children's learning, so that staff can decide what future work best meets children's learning needs. Leaders are implementing plans to improve the outside provision so it meets the same excellent standards provided indoors.

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	107677
Local authority	Kirklees
Inspection number	453226

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	494
Appropriate authority	The governing body
Chair	Nicola Nixon
Headteacher	Jenny Shore
Date of previous school inspection	23 April 2008
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