

# Rainbow Forge Primary School

Beighton Road, Sheffield, South Yorkshire, S12 4LQ

**Inspection dates** 14–15 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

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

- In Key Stage 2, pupils, including disadvantaged pupils, disabled pupils and those with special educational needs, do not make consistently good progress from their starting points in reading, writing and mathematics. Although standards across the school are rising, by the end of Year 6, the proportion of pupils reaching the standards expected of them is below average.
- The quality of teaching, including in mathematics and literacy is not yet consistently good. Teaching does not yet ensure that pupils develop the basic numeracy skills needed to master mathematical concepts or to use and apply them to investigate and solve problems.
- Opportunities for pupils to read and write for different purposes and to use and apply their literacy skills, including phonic skills and rules of grammar, punctuation and spelling, are sometimes overlooked.
- Not enough time is provided for pupils to respond to teacher's suggestions for improving their work so that they learn from their mistakes and make good progress.
- Learning in lessons is not always interesting and engaging. Some pupils do not show consistently good attitudes to their learning. A small minority sometimes misbehave in lessons and can disrupt the learning of others.
- Leaders are yet to ensure that teachers make consistently effective use of information showing how well pupils are learning to plan future learning so that action is swiftly taken if pupils fall behind.
- The newly formed senior and middle leadership team is not yet fully effective in managing its areas of responsibilities and in checking the quality of teaching in the school.

### The school has the following strengths

- The skilful and highly committed headteacher has a clear vision for the school.
- The recently formed senior and middle leadership team shows great enthusiasm and growing expertise. The school's ability to improve continues to strengthen as a result.
- Recent developments to improve the quality of teaching and to raise standards are having a positive impact. Better teaching is ensuring that pupils in Key Stage 1 are now making good progress.
- Provision in the early years is now good. Outdoor provision, in particular, has strengthened.
- Disabled pupils and those with more complex special educational needs are included well, very well cared for and are effectively supported.
- The reconstituted governing body is in a stronger position to hold the school to account and to support the headteacher to sustain improvement.
- Relationships between teachers and pupils are strong. The school's work to keep pupils safe and secure is good. The school is a safe place to learn.

## Information about this inspection

- Inspectors observed an assembly and range of lessons, two of which were observed jointly with the headteacher and the deputy headteacher.
- Inspectors observed pupils' behaviour around the school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. Inspectors observed pupils in the playground and during lunchtime.
- Inspectors looked at pupils' work in their books and in the learning journals of children in the early years.
- Inspectors held meetings with the headteacher, the deputy headteacher and middle leaders, including the inclusion coordinator, literacy and early years leaders. An inspector met with four members of the governing body and the local authority officer.
- Two groups of pupils discussed their opinions about the school and their learning with inspectors. The inspectors listened to several pupils read.
- The inspection took account of 23 staff questionnaires. Thirty-seven responses to Ofsted's online parent survey (Parent View) were also considered. Inspectors held discussions with parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body and steering group meetings, pupil achievement data, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

Pauline Pitman, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Doreen Davenport	Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- There is a part-time Nursery where children attend for two and a half days each week, with the option of an extra half-day. There are two full-time Reception classes called Foundation Stage 1 and 2.
- In Key Stage 1, there are two Year 1 and two Year 2 classes. In Key Stage 2, there is one Year 3 and one Year 4 class. There is a mixed Year 5/6 class and a Year 6 class but an additional teacher is used to split Year 6 into two separate classes for the teaching of mathematics and literacy.
- Most pupils are White British.
- The proportion of disadvantaged pupils supported through the pupil premium is above the national average. The pupil premium is additional government funding which supports pupils who are known to be eligible for free school meals or children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs 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 at the end of Year 6.
- The school provides a breakfast and after-school club.
- Since the previous inspection, a new deputy headteacher, who is also the assessment coordinator and a mathematics specialist, has been appointed. There are now middle leaders who take responsibility for literacy, early years, inclusion and science and technology.

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

- Improve teaching so that it is consistently good and that pupils' achievement is consistently good, particularly in Key Stage 2, by ensuring that:
  - pupils systematically develop the basic numeracy skills needed to master mathematical concepts and use them to investigate and solve problems and to apply them in a variety of interesting ways
  - all pupils have opportunities to practise their newly acquired phonic skills and understanding of the rules of grammar, punctuation and spelling so that they can enjoy reading and writing for different purposes
  - pupils have the time to respond to teachers' feedback about their work so that they can learn from their mistakes and are fully clear about what they need to do to improve
  - teachers' subject knowledge and techniques are developed so that teaching in all classrooms and subjects is interesting and engaging so that pupils' attitudes to learning are consistently positive and they behave well.
- Improve the impact of leadership and management by:
  - ensuring that all senior and middle leaders effectively check the quality of teaching in order to raise standards
  - supporting all teachers to use key information about pupils to help them to plan their teaching and to quickly act if pupils fall behind.

## Inspection judgements

### The leadership and management **requires improvement**

- This innovative headteacher has a clear vision for pupils' achievement and behaviour in the school and has accurately identified key areas for improvement. A number of well-targeted and resourced actions have been taken which are now beginning to have a positive impact on progress, especially in the early years. However, there has been insufficient time for these to have a full impact on ensuring pupils make consistently good progress overall, especially in Key Stage 2.
- Alongside the headteacher, the newly formed senior and middle leadership team is helping to strengthen the school's ability to improve. Leaders are capable and enthusiastic and share the headteacher's vision. All leaders benefit from professional development. However, they are not yet in a strong enough position to work fully and effectively with the headteacher to check on the quality of teaching and manage their areas of responsibility.
- The collection and review of information showing how well pupils are learning and to identify any areas of weakness has developed well. Pupils' progress, including that of groups of pupils, is discussed regularly. This shows the school's commitment to ensuring equal opportunities for all. Despite these improvements, not all teachers are using this information to good effect to make sure they always plan their teaching so that action is swiftly taken if pupils fall behind. As a result, pupils' progress still requires improvement.
- Recent improvements in the arrangements to manage the performance of staff now mean that all teachers clearly understand the link between performance and pay awards. Regular informal and formal opportunities enable leaders and staff to evaluate whether teaching is having a positive impact on pupils' achievement and to determine future training priorities.
- Leaders have extended the range of opportunities for parents to be involved in school life and to be active partners in learning so that they can better support their children's progress. Recent special events, such as the Easter Eggstravaganza and transition week, have been particularly successful.
- The pupil premium funding is now being used increasingly to good effect to ensure disadvantaged pupils do well. A part-time learning mentor is helping to support improvements in the behaviour and attendance of these pupils. Well-targeted support programmes are now in place to raise achievement in mathematics, reading and writing. Improvements are more closely monitored and are having an impact on current pupils' progress.
- The curriculum overall is broad and well balanced. Pupils really enjoy opportunities to learn through themes that cover the various curriculum subjects, such as 'Can you be a crime scene investigator?' This helps to encourage pupils to write.
- The school is inclusive and fosters good relations. It works hard to tackle discrimination. The school's 'Rainbow Rules' reflect values of democracy, rule of law, liberty and the development of mutual respect. This supports pupils to fully understand their place in modern Britain. The majority of pupils have an awareness of spiritual, moral, social and cultural aspects of learning. As a result, most pupils are very respectful of each other and their teachers and understand the importance of treating each other fairly without discrimination.
- Independent external support purchased by the school following the previous inspection, along with effective work with the local authority and other schools in the Birley Trust, has helped the school to improve. Regular meetings provide a valuable forum for discussion and strategic planning.
- The primary physical education (PE) and sport funding is used effectively to improve teacher skills and confidence and to increase the range of sporting activities on offer. A part-time PE specialist works with staff and pupils. After-school activities now include martial arts, dance, gymnastics and participation in school competitions.
- The school's procedures for safeguarding pupils are effective and meet statutory requirements.
- **The governance of the school:**
  - Over the past year, the governing body has been reconstituted and, following an internal review of its own effectiveness, is now fully aware of its statutory duties. The introduction of link governors has further improved governors' understanding of the school's areas of strength and weakness. Governors play an important role in shaping the school's development plan. Key governors have a deeper understanding of the school's performance data, including how it compares with other schools, and of the quality of teaching.
  - Governors ensure that effective use is made of funding in order to target resources towards areas for improvement. Improvements in outdoor provision in the early years, for example, have strengthened children's start to learning.
  - The headteacher works closely with governors to enhance procedures for performance management.

Governors fully understand and promote the link between performance and pay and now challenge the headteacher about tackling any underperformance.

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

### **Behaviour**

- The behaviour of pupils requires improvement. In some classrooms, a small minority of pupils misbehave or are easily distracted. This occasionally prevents others from learning. Some pupils struggle to develop good attitudes to their learning because not all teachers have acquired a range of effective strategies to engage or interest them in learning.
- The school encourages its pupils to understand why good behaviour is important without the need for extensive reward and punishment systems. Pupils are encouraged to explore their feelings in class or during special 'Bubble' times and to work together to resolve any conflicts if they have an occasional grievance with another child.
- Pupils understand the 'Rainbow Rules.' Most put them into practice and show honesty, friendship and tolerance towards each other. They respect each other's differences and are polite and friendly. They have built firm relationships with their teachers and each other, reflecting the school's inclusive nature. Discrimination and intolerance are rare. Even so, some pupils need a little more help to get along with others successfully.
- There are opportunities for older pupils to work with younger pupils, such as to help them improve their reading skills and to offer support in the yard. Pupils have a voice at Rainbow Forge through the school council. Members value their place and work enthusiastically. They have successfully acquired playground equipment such as hoola hoops and space hoppers.
- Since the previous inspection, more effective measures have been put in place to reduce the number of pupils whose attendance is low. The breakfast club and the introduction of a part-time learning mentor and an inclusion coordinator are helping to support the attainment and attendance of disadvantaged pupils, disabled pupils and those with special educational needs. More parents now send their children to school regularly. Attendance, although still slightly below average, continues to improve.

### **Safety**

- The school's work to keep pupils safe and secure is good. The majority of parents and staff agree. The school is a safe place to learn and to play. Safeguarding is high on the agenda and staff are appropriately trained to spot any emerging difficulties.
- Pupils are well looked after both in the yard and in the dining room. Appropriate checks are made when pupils go out on visits and the school has put in place safe recruitment processes.
- Pupils are taught about the benefits and dangers of the internet, especially social media sites. They are encouraged to consider potential risk associated with strangers. Older pupils understand the risks associated with drug abuse.
- Incidents relating to bullying are very rare. Pupils are taught to respect each other and to be intolerant of aggressive name-calling, racism or other forms of bullying. The school's behaviour logs and bullying records show this to be the case. This helps all pupils to feel safe and secure in school and to come to school more regularly.

## **The quality of teaching** requires improvement

- Since the previous inspection, effective professional development, opportunities for staff to share good teaching practices, along with improved support from senior and middle leaders, are leading to better teaching. Although teaching is improving and some is good, it has not yet impacted on raising the achievement of pupils to consistently good rates over time, particularly in Key Stage 2.
- The teaching of literacy and numeracy requires improvement. In mathematics, teaching has not yet ensured that pupils systematically develop the basic numeracy skills needed to master mathematical concepts. Nor are there sufficient opportunities to apply these skills in a variety of interesting ways to investigate and solve problems. The recent appointment of a mathematics specialist, however, is already making a difference. Higher expectations of what pupils can achieve, along with effective support provided to other teachers are helping improve teachers' subject knowledge and expertise so that pupils develop a deeper understanding of the subject.
- Over time, the teaching of phonics has not always been systematic enough to ensure that pupils acquire

their skills and knowledge at a good enough rate. Regular visits to the library and daily reading sessions, where teachers guide pupils reading, are helping pupils to develop pupils' comprehension skills and are successfully changing pupils' perceptions of reading.

- Pupils' understanding of the rules of grammar, punctuation and spelling requires improvement and for some pupils remains weak. Opportunities are missed for some pupils to read and write for different purposes and to use and apply these basic skills, including phonic skills. This continues to hamper efforts to promote successful and enjoyable reading and writing. Even so, pupils are now given opportunities to reflect on their learning in reading and writing. They are encouraged to collaborate with their peers to find 'sophisticated connectives' or 'adventurous adjectives.' This has led to good improvements in the rate of progress in writing.
- Pupils receive helpful advice and guidance on how they can improve their work through teachers' marking and feedback. However, pupils do not always respond to this advice or are provided the necessary time to consider the guidance given. As a result, pupils sometimes do not learn from their mistakes and are not clear enough about what they need to do to improve in order to make good progress.
- Teaching generally ensures that pupils enjoy learning and, as a result, make the expected rate of progress. However, lessons sometimes lack the level of interest to make sure that all pupils are fully engaged in learning or to fully sustain their concentration. Pupils' attitudes to learning are not consistently positive and the misbehaviour of a small minority of pupils can still impact negatively on the learning of others.
- Improvements in the collection and review of information about how well pupils are learning is helping staff fine-tune their teaching and take swift action when pupils' learning starts to fall behind or they do not understand what they are learning. Increasingly, this information is being used well by staff and this is helping to improve achievement. Even so, not all teachers are yet using this key information to good effect.
- Year 6 pupils are now taught in smaller groups sizes. Staff deployed to work with small groups or with individual pupils with additional needs, including teaching assistants, are providing increasingly effective support.

### The achievement of pupils

### requires improvement

- Since the previous inspection, pupils' achievement has improved. Pupils now make better progress in reading, writing and mathematics and for some progress is good. Standards of attainment across the school are rising. The proportion of pupils reaching the nationally expected levels of attainment at the end of Year 6 is now closer to average, although it remains below average, especially in grammar, punctuation and spelling.
- Children's learning gets off to a good start in the early years and as a result of better teaching, learning in Years 1 and 2 has also now accelerated. In Key Stage 1 pupils now make good progress overall in reading, writing and mathematics and standards are similar to those expected nationally. A dip in the proportion of pupils reaching the expected standard in the 2014 Year 1 reading screening check reflected some previous staff changes. Pupils currently in Year 1 are acquiring phonic skills at a good rate.
- Progress in Key Stage 2 is also speeding up, although it remains inconsistent and therefore, overall, still requires improvement. In Year 6 in 2014, the proportion of pupils making the expected rate of progress from their starting points at the end of Year 2 was closer to that seen nationally in reading and mathematics and above in writing. An above average proportion of pupils made better progress than expected in writing and reading but the proportion that did so in mathematics was below average. Pupils' workbooks, along with school data and inspection evidence, show that more pupils across Key Stage 2 are making better progress in reading, writing and mathematics but is not yet consistently good.
- The most able pupils are now making at least expected progress. In Key Stage 1, the proportion of pupils achieving the higher Level 3 in mathematics and writing in 2014 was slightly above average, although too few pupils reached this higher level in reading. In Key Stage 2 in 2014, the proportion of pupils reaching the higher Level 5 was close to average in writing but below average in reading and mathematics.
- As a result of improved teaching and support, the achievement of disadvantaged pupils has also improved. Progress is now at least in line with that expected and, for some, achievement is good, such as in writing. The previous very wide gaps in the attainment of disadvantaged pupils compared to others in the school and nationally are narrowing but still require improvement. In Year 6 in 2014, in writing, disadvantaged pupils reached standards in line with others in the school and just one term behind other pupils nationally. In mathematics and reading, however, pupils were about one year behind other pupils in the school and nationally. School data and inspection evidence show that these gaps are now narrowing further.



- Provision for the care of disabled pupils and those with special educational needs is good. This is an inclusive school, which successfully meets a broad range of pupils' needs. Pupils with more complex special educational needs achieve well. They are well included into school life and support is very well planned, including the use of outside agencies. The achievement of pupils with less complex special needs still requires further improvement, however, because they do not yet make consistently good progress.

### The early years provision

### is good

- The headteacher, with support from governors, has ensured that early years provision has improved since the previous inspection. The quality of leadership and management, teaching and the assessment of children's learning have all strengthened. As a result, children now achieve well through the Nursery and Reception Years.
- Most children enter the school with levels of development, which are lower than those typical for their age, especially in reading, writing and number. Although the proportion of children reaching a good level of development at the end of Reception in 2014 in reading, writing and number was lower than average, due to their weaker starting points, the majority of children did well overall. Currently, in both Nursery and Reception classes, children are now working at levels of skills closer to those typically seen, including in reading and writing. This shows improvement and that children are increasingly well prepared for learning in Year 1.
- Children's good progress reflects good teaching. The teaching of phonics (letters and the sounds they represent) has improved. Staff effectively support children to read a range of sounds and letters and to use them to write words and sentences. Children enjoy playing literacy games, which help to reinforce new learning.
- There is an effective balance between activities children can choose for themselves and those led by adults. New equipment has enhanced the outdoor learning environment, which is interesting and exciting. Children love to cook mud casseroles or cakes and become thoroughly engrossed in their imaginative play. Although there is still more to be done, children have plenty of space to explore their environment and to learn through play.
- Behaviour is good in both the Nursery and Reception classes. Children look after each other and collaborate well in pairs and groups. Teachers encourage children to listen to each other and to express their opinions. Staff model fair play and respect so that children work within a harmonious environment.
- Early years leadership is good. The early years leader sets high expectations that children will make good progress and ensures staff work as a close team. Improvements in the assessments of children's skills and knowledge have resulted in more accurate identification of children's starting points and any gaps in their learning. All staff are involved in recording children's progress, taking pride in recording information in each child's learning journal.
- Leaders ensure that the early years is a safe place to learn. Children are well looked after and safeguarding is a priority. Parents say they are very happy with their children's progress and that their children love to attend.
- Parents are increasingly involved in their child's learning, such as by contributing to 'magic moments' comments, which help to build a picture of their child's learning journey. Opportunities for parents to come into school and understand the importance of literacy and numeracy development have been extended. However, the school acknowledges that they would still like to involve even more parents in the life of the school.

## 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>	451804

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>	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Hoar
<b>Headteacher</b>	Jane Loader
<b>Date of previous school inspection</b>	26 November 2013
<b>Telephone number</b>	0114 248 7342
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