

# Rowsley CofE (Controlled) Primary School

Woodhouse Road, Rowsley, Matlock, Derbyshire DE4 2ED

## Inspection dates

28–29 June 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Effective leadership, including governance, has improved the quality of teaching and pupils' achievement, which are now good.
- The headteacher provides staff with good guidance and support to enable them to do their jobs well.
- Teaching is consistently good. Teachers ensure that pupils make good progress because they effectively build upon pupils' previous learning.
- The curriculum promotes pupils' personal development and their spiritual, moral, social and cultural understanding well.
- This small school is a happy place where pupils behave well. They say they feel safe because the school's work to keep them safe is effective. Pastoral care is strong.
- Children in the early years make good progress because of good teaching.
- Changes to the teaching of reading are leading to rapid improvement. However, some aspects are too new to yet see an impact on improving pupils' comprehension skills.
- In mathematics, there is room for greater opportunities for pupils to deepen their understanding.
- Some of the most able pupils do not reach their full potential in subjects other than English and mathematics.
- Not all leaders have the opportunity to take the initiative in checking and improving teaching.

## Full report

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

- Raise standards further by making sure that teachers:
  - develop consistently pupils' comprehension and higher-level reading skills
  - provide opportunities for pupils to use their mathematical skills more widely, including in other subjects
  - challenge the most able pupils to reach their full potential in a range of subjects.
- Strengthen leadership and management by developing more fully the role of all leaders in evaluating the quality of teaching.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders, including governors, have ensured that their actions have led to improved teaching and rates of pupils' progress. The school is a purposeful place where good teaching and pupils' good behaviour flourish.
- The headteacher is aspirational in her leadership and has high expectations of staff and pupils' performance. Her expert guidance supports staff fully in their development.
- The headteacher sets realistic but challenging targets for staff and pupils to work towards. She enables staff from the two partner primary schools to share expertise. Good use is made of the effective local authority support to ensure that the staff's assessments of pupils' work are accurate.
- The headteacher has established useful systems to monitor pupils' progress. Staff use the information gathered to identify those pupils who may be in danger of falling behind and to check the effectiveness of any extra help that pupils receive.
- The improvements leaders have made to the curriculum are resulting in pupils' good progress. For example, the improved teaching of phonics means pupils in Year 1 are now doing much better than previously in learning about letters and sounds.
- Leaders use the pupil premium funding to benefit individual eligible pupils, with a positive effect on raising disadvantaged pupils' achievement and strengthening their personal skills. The additional funding the school receives for those pupils who have special educational needs and/or disabilities is used effectively on resources and staffing to support these pupils.
- The curriculum is well balanced and suitably enhanced by a range of clubs and trips to outside locations. In lessons and assemblies, pupils learn about key British values. They engage in 'parliaments' in school, and with other schools, to share opinions and to experience democracy.
- Pupils learn about faiths and cultures different to their own. In this way, they gain an understanding of diversity, respect and tolerance, which prepares them suitably for life in modern Britain.
- Creative and sporting activities encourage pupils' talents to flourish. The primary sports funding provides extra equipment and sports coaching. It enables pupils to take part in competitions with pupils from other schools. This increases pupils' participation and improves their skills in a range of sports.
- Parents praise the school's work, typified by this comment, 'Rowsley School is like being part of a lovely family and my child looks forward to going to school every day.'
- Leaders check the quality of teaching and learning in various ways. However, subject and middle leaders have limited opportunities to check first hand on the quality of teaching in their subjects and areas of responsibility.

### Governance of the school

- Governors have worked determinedly during a time of school leadership changes to

ensure continuity for pupils and staff.

- Governors assess their own effectiveness and identify areas for further development. They ensure that governors' skills are used well in order to secure ongoing improvement.
- Governors play their part in deciding upon the strategic direction of the school. They help to set key priorities and check the school's progress towards its goals. They benefit from local authority support to further hone their skills.
- The governing body holds school leaders to account. Governors check information about pupils' progress. They know how additional funding is spent and question the effect of spending on pupils' achievement and well-being.
- Governors visit the school regularly to inform themselves about the curriculum and to gather pupils' views. They actively help with improvements, for example, fund raising to purchase reading books.

## Safeguarding

- The arrangements for safeguarding are effective. The school's procedures for vetting the suitability of adults who work with children are thorough.
- Staff receive regular training and updates, including how to keep pupils safe from the threat of extremism. They know the school's systems and the actions to take should any concerns over pupils' welfare arise.
- Leaders keep detailed records of any child protection issues. They have good links with external agencies. They maintain clear lines of communication with families so any concerns over pupils' welfare are followed up quickly.
- Pupils understand how to stay safe through their learning in assemblies and lessons. Leaders make good use of external visitors, such as members of the fire service, to provide guidance for pupils.
- There are very few incidents of bullying. Any that do occur are recorded and dealt with efficiently. Internet safety days and the anti-bullying week help pupils to assess risk and understand how to deal with any worries they may have.

## Quality of teaching, learning and assessment

**Good**

- Consistently good teaching enables pupils to make good progress. Teachers use what they know about pupils' previous learning to build solidly upon pupils' basic skills. They set the right level of challenge and support for pupils of all abilities, including for those who have special educational needs and/or disabilities.
- Teachers motivate all, including boys, to make good progress in their writing. Teachers often link pupils' writing to a popular story, for example, 'Street child', which stimulates creative and extended writing well. The teaching of grammar, punctuation and spelling is regular.
- The teaching of phonics is now good. A much greater proportion of pupils in Year 1 reach the required standard. This is because teachers develop pupils' skills systematically and encourage pupils to use what they know in their reading and writing.

- Teachers link subjects together well. For example, during the inspection, the teacher set pupils in the Year 3 and Year 4 class the task of writing about a science investigation, linked to their topic about water. Pupils clearly understood the processes involved and used scientific vocabulary to talk about and to record their findings.
- There is a marked improvement in the teaching of reading. The improved library area is inviting. The acquisition of new books is raising the profile of reading throughout the school. Teachers introduce pupils to a range of good-quality texts and pupils talk keenly about 'ace' authors. Tasks to improve pupils' understanding of what they read are beginning to help pupils to acquire higher-level reading skills.
- In mathematics, teachers match work well to the range of ability in the class. This enables all pupils, including the most able, to make good progress. Those pupils who need to catch up receive extra help, often from teaching assistants, to correct their mistakes and to consolidate their understanding.
- There are some good examples of pupils using their mathematics skills in problem solving, for example, during a topic on the Mayans. However, there is room for further development of pupils' mastery of mathematics through its use in different contexts, especially in other subjects.
- Generally, teachers challenge the most able pupils, including those from disadvantaged backgrounds, to reach their full potential in English and mathematics. In other subjects, however, teachers do not always expect them to demonstrate their understanding and apply their skills at higher levels.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Strong pastoral care effectively meets pupils' social and emotional needs, building pupils' confidence and self-esteem.
- Staff and pupils' participation in the 'daily mile' shows pupils the importance of regular exercise. Pupils talk enthusiastically and say how much they enjoy the sports and music activities.
- Recently, pupils have been involved in identifying the qualities of a 'Rowsley' pupil, such as resilience and the willingness to be challenged. This is beginning to widen pupils' personal qualities in response to their learning.
- Pupils know their teachers expect them to be responsible and to show respect and tolerance towards others.
- Pupils say they feel safe. They know the different forms of bullying and agree bullying is not an issue in their school. They recognise the potential dangers of using technology, including social media, and they know who to talk to if they have any worries.

### Behaviour

- The behaviour of pupils is good. It makes a major contribution to pupils' good progress

and to the orderly daily running of the school. Pupils value their friendships and offer support to each other willingly. They are proud of their small school community.

- Pupils' positive attitudes make them keen learners. Pupils listen attentively during lessons and contribute readily. Their skills at offering their opinions are being developed well by teachers.
- Pupils say the school's rules are fair and they understand why rules are needed. They know the rewards and sanctions and strive to achieve the school's bronze, silver and gold awards, which they value greatly.
- Leaders stress the importance of good attendance to pupils and they help parents to see how it benefits their children's achievement. For the vast majority of pupils, attendance is above average.

### **Outcomes for pupils**

**Good**

- Improvements made to the quality of teaching and aspects of the curriculum mean pupils now make consistently good progress.
- In 2016, a below-average proportion of pupils in Year 1 reached the expected standards in phonics. The school's information shows that good teaching is now speeding up pupils' progress. An above-average proportion of pupils are now at the expected level.
- In 2016, by the end of Year 2, pupils reached standards in reading, writing and mathematics above those seen nationally. Work in books and the school's information show that pupils are at similar levels this year.
- By the end of Year 6 in 2016, the proportion of pupils who reached the expected standards in reading, writing and mathematics overall was below average. This is because these pupils had underachieved as they moved through the school.
- This year, pupils in Year 6 are doing much better. A higher proportion are at the expected standards in reading, writing and mathematics. This means they are better prepared for their learning in secondary school than previous Year 6 pupils.
- Pupils who are disadvantaged, especially those who need to catch up in their attainment, make good progress because they receive work that is well matched to their ability.
- Pupils who have special educational needs and/or disabilities make good progress. Staff provide the right resources and help them to make small steps in their learning.
- Pupils develop their knowledge, skills and understanding well in a range of subjects, including history, geography and science.
- In the past, the most able pupils did not always make the progress of which they were capable. Now, because of consistently good teaching, they make good progress in English and mathematics. There is room for them to do even better in other subjects.
- Standards in reading are rising but not all pupils yet show a clear understanding of what they read. Pupils use their mathematical skills more widely than previously, but on occasions do not have the opportunity to demonstrate a deeper understanding.

## Early years provision

**Good**

- Good leadership and strong teamwork mean staff work together effectively to ensure that children of all abilities make good progress. Staff assess children's starting points and collect evidence regularly to check children's progress. They maintain good links with parents and involve them in their children's learning.
- Good teaching provides tasks that interest children and develop their basic skills strongly. For example, during the inspection, children made good progress in using what they knew about letters and sounds to write simple sentences. They spelt words and used punctuation accurately.
- Children respond positively to a range of activities and they engage keenly. They share resources and use the outside area to explore and find out for themselves. Children behave well and safely because they know what staff expect.
- Children benefit from working alongside older Year 1 and Year 2 pupils, which aids their confidence and maturity. Staff provide extra resources for those who need it, to promote their well-being and personal and social development. They ensure that children are well prepared socially and academically for their learning in Year 1.

## School details

Unique reference number	112820
Local authority	Derbyshire
Inspection number	10023099

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair	David Gibbs
Headteacher	Caroline Poole
Telephone number	01629 733727
Website	<a href="http://www.rowsleyprimary.co.uk">www.rowsleyprimary.co.uk</a>
Email address	<a href="mailto:headteacher@rowsley.derbyshire.sch.uk">headteacher@rowsley.derbyshire.sch.uk</a>
Date of previous inspection	25–26 February 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is much smaller than the average-sized primary school.
- The vast majority of pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children of Reception age attend full time. They are taught in a mixed-age class with Year 1 and Year 2 pupils.



- Since the previous inspection, the school has experienced significant staff and leadership changes. The headteacher took up post as executive headteacher in January 2017. She is also the headteacher of Stanton in Peak Church of England Primary School.

## Information about this inspection

- The inspector observed learning in six lessons, five of which were observed jointly with the headteacher. In all, five members of staff were seen teaching.
- The inspector looked at samples of pupils' work from all year groups, including the early years. The inspector spoke with pupils about their work during lessons and met with a group of pupils. She listened to pupils read.
- The inspector observed pupils' behaviour around the school and at playtimes and lunchtimes.
- The inspector held meetings with governors, school leaders and staff, and spoke with a representative of the local authority.
- The inspector analysed 22 responses to Ofsted's online questionnaire, Parent View, and took account of parents' written comments.
- The inspector analysed eight responses to a questionnaire submitted by school staff. She also took into account 23 responses to a survey for pupils.
- The inspector scrutinised the school's systems and documentation relating to safeguarding. She looked at information about pupils' attainment and progress, and about their attendance. The inspector looked at school improvement plans and evidence of the school's checks on the quality of teaching.

## Inspection team

Viv McTiffen, lead inspector

Ofsted Inspector

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