

# Inspection of a good school: Rothley Church of England Primary School

Burrow Drive, Rothley, Leicester, Leicestershire LE7 7RZ

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Inspection dates:

7 and 8 December 2021

## **Outcome**

Rothley Church of England Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if the inspector were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

## **What is it like to attend this school?**

Rothley is a rapidly growing school where there is always a buzz of excitement. Leaders have high expectations and pupils achieve consistently well across the curriculum.

Leaders value everyone's well-being highly. Pupils flourish. They encourage one another to be kind and resilient. Pupils take delight in writing positive messages about each other on the class 'shout out' boards. They gain a deep knowledge of how to manage their feelings.

Pupils thrive at this school. They feel safe. Leaders' high expectations about behaviour are reflected in the swift way that they tackle any misbehaviour. Pupils are confident that adults deal with any worries quickly.

The school provides a rich offer of activities to support pupils' wider development. Sports, cookery and music clubs enable pupils to develop their different interests and talents.

Pupils have a superb work ethic and behave impeccably in lessons. Even the youngest children show exceptionally high levels of focus and concentration.

Pupils are extremely proud of their school. They demonstrate a deep understanding of their school values entwined on the branches of the 'Tree of Hope' sculpture. They aim 'above and beyond' and 'do their very best in all they do'.

## **What does the school do well and what does it need to do better?**

There is a real passion for reading at Rothley. Leaders prioritise reading right from the early years. There is highly effective phonics teaching. Extensive training and support ensure all staff have a deep subject knowledge. Pupils read regularly to teachers from

high-quality books that are matched to what they know. Teachers carefully check pupils' reading and provide additional help swiftly if needed. As a result, pupils read fluently and with great confidence. Pupils thoroughly enjoy listening to teachers read and are eager to read the next part of the story. They make well-founded predictions about what will happen next. Pupils read an extensive range of books. These are chosen well to help them understand themes and cultures beyond their everyday experience.

The curriculum is detailed and ambitious. In music, for example, pupils gain an exceptional knowledge of musicianship. They understand the key components such as pulse, rhythm and pitch. Pupils learn to play several tuned instruments well. They confidently switch between musical notation in different forms as they build on what they learned before. Skilled teachers enable pupils to deepen their knowledge through composition and performance.

In all subjects, leaders have clear curriculum plans which establish precisely what pupils should learn and by when. Recently, they have refined the early years curriculum so that it links securely with what is taught in key stage 1. Children get off to the best possible start learning mathematics. They gain a thorough understanding of number. Children quickly recognise amounts when they see them in different forms. This prepares them exceptionally well for learning in Year 1. These links are becoming more explicit and deeply established across the whole curriculum from early years to Year 6.

Pupils with special educational needs and/or disabilities (SEND) receive excellent support so that they can embrace everything the school has to offer. Teachers make sure that the curriculum is just right so that pupils with SEND can keep up with their peers. Pupils who have difficulty managing their behaviour are exceptionally well supported.

Staff are proud of pupils' excellent behaviour. The simple 'Bee Code' helps pupils to understand and follow the high expectations that everyone shares. Pupils wear their bee badges with pride. One younger pupil said that the badge reminds him to 'bee' friendly and respectful.

Pupils put into practice what they have learned about being active citizens. They are extremely proud to hold responsibilities such as being a house or sports captain. They lead initiatives to raise funds for important causes, by organising cake sales for example. Pupils value highly the badges which they aim to add to their school tie.

Leaders provide staff with high-quality training and development activities. Staff draw on this expert knowledge to make sure that the curriculum meets the needs of all learners. They are reflective practitioners who think about how children learn best. Leaders constantly review the curriculum to make sure that pupils can deepen their knowledge in all subjects. They make sure that changes to improve teaching do not increase staff workload. Staff say that Rothley is a fantastic place to work. They feel highly valued and very well supported. They appreciate the ways in which leaders always consider their well-being. Parents speak highly of all the hard work that staff devote to the school. They say that they 'can't praise it enough'.

In discussion with the headteacher, the inspector agreed that the cohesion of the curriculum for foundation subjects starting from the early years may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know that safeguarding is everyone's responsibility. They receive training to identify risks and report their concerns immediately. Leaders deal with any issues in an appropriate and timely way. They work with other agencies to ensure that families receive the support they need. Leaders make all the necessary checks prior to staff employment.

The curriculum teaches pupils how to stay safe in different ways. It starts with the 'Be Safe' rule. Older pupils learn about a range of risks when they visit The Warning Zone Life Skills Centre. Pupils are knowledgeable about how to stay safe, including when online.

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

### **(Information for the school and appropriate authority)**

- In a minority of subject areas, leaders have not identified as explicitly as in others what children will learn to prepare them for the next key stage. The sequence of the curriculum in these areas is not as deeply established as it is in the majority of subjects, where these links have been embedded for some time. Leaders need to ensure that they continue to refine the curriculum across all key stages.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Rothley Church of England Primary School, to be good in May 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View

when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	139874
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10199748
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	461
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ajay Nakeshree
<b>Headteacher</b>	Fiona Riley
<b>Website</b>	<a href="http://www.rothley.leics.sch.uk">www.rothley.leics.sch.uk</a>
<b>Date of previous inspection</b>	10 May 2016, under section 8 of the Education Act 2005

## Information about this school

- Rothley Church of England Primary School converted to become an academy school in July 2013. This school is an academy but is not part of a multi-academy trust.
- The school is part of the Diocese of Leicester. The religious character of the school was inspected in January 2020.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other senior leaders, subject leaders and groups of staff and pupils. The inspector spoke with three representatives of the governing body.
- The inspector took account of the 120 responses to the Ofsted Parent View survey and 87 written comments from parents. The inspector also spoke with several parents.

- The inspector took account of 24 responses from the staff survey.
- The inspector carried out deep dives in these subjects: reading, mathematics and music. Inspection activities included discussions with curriculum leaders, scrutinising curriculum plans, lesson visits and discussions with teachers and pupils about learning. The inspector also checked the school's website.
- The inspector looked at the school's record of employment checks and at a sample of the school's safeguarding records and spoke with safeguarding leaders.

### **Inspection team**

Claire Stylianides, lead inspector

Ofsted Inspector

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