

Inspection of Rothley Church of England Primary School

Burrow Drive, Rothley, Leicester, Leicestershire LE7 7RZ

Inspection dates: 13 and 14 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This school is ambitious for all pupils to achieve well. Leaders have ensured that academic achievement is high. However, their ambitions extend beyond the academic. There is an extensive extra-curricular offer. Pupils can hold many positions of responsibility, such as being a subject ambassador or pupil governor.

Sitting at the centre of pupil development is the 'Bee Code'. Pupils learn to 'be ready, be respectful, be kind and be safe'. Pupils learn at an early stage the significance of this code in becoming responsible and respectful citizens. For example, they support their community through charity work. The 'code' ensures that pupils behave well and are supportive of one another. There is a real sense of community as a consequence. One parent stated: 'The sense of identity and community that is instilled in the children is a major strength.'

Pupils feel safe and enjoy coming to school. They say incidents of bullying are rare. Trained pupil play leaders provide support to younger pupils at breaktimes. They help play games and resolve disputes. Pupils know teachers and adults in the school will look after them. One pupil said: 'Teachers are very good at sorting things out. We all have a trusted adult. They always listen and help us.'

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

Pupils learn to read as soon as they join the school. Well-trained staff deliver a systematic approach to the teaching of phonics. Deep analysis of the needs of individuals means that pupils receive swift and personal support in learning how to read. This enables them to access the broad curriculum the school has on offer. Leaders work closely with universities to seek the best ways to ensure that pupils read with curiosity and excitement.

Books play a central part in the life of the school. They have been carefully chosen to ensure that they are reflective of the whole of society. They explore complex issues such as hidden disability and diversity. Skilled staff explore text deeply so pupils learn to extend knowledge and widen vocabulary. Pupils have the opportunity to vote from a wide and varied selection of books in the 'Book World Cup'. They say this engages and motivates them. One pupil rightfully boasted their class had already read nearly 1000 books between them.

The curriculum is well planned and sequenced. Leaders have made sure it supports the needs of pupils. Staff have the necessary knowledge so that they can adapt lessons to support their pupils. They identify any misunderstandings and quickly address them. As a consequence, pupil engagement in lessons is high. Pupils learn the importance of specific subject disciplines. For instance, in art they understand the importance of creativity and see themselves as artists. Knowledge is regularly revisited. One pupil stated: 'We go over every topic each year to fix them into our

brains so it doesn't float away.' However, in a few subjects not all of the curriculum planning details the key knowledge that leaders want pupils to learn.

The early years foundation stage (EYFS) is a vibrant place. Leaders ensure that the children settle well. Activities are well planned and engaging. They enable the children to work both independently and collaboratively. Adults thoughtfully questioning guides learning and enriches children's language. Children are excited about their learning. The outside area is a stimulating space with many opportunities to develop physically.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Detailed plans provide teachers with the guidance they need to support these pupils effectively. Leaders regularly check that these pupils receive the support they need. As a consequence, these pupils achieve well.

Pupils' behaviour in and around school is good. The school is calm and ordered. The 'bee code' underpins pupils' behaviour and attitudes to learning. They all wear their bee badges as a reminder of the school's expectations. They are proud to achieve their star awards for demonstrating one of the school's Christian values.

Personal development in this school is a priority. Events such as anti-bullying week and black history month do not sit in isolation. Throughout the year, pupils learn the importance of tolerance and celebrating difference. Good use of images teaches pupils the significance of British values. Questions such as 'Should we ever have to change our appearance?' challenge stereotypes and social pressures. Pupils have many opportunities to hold positions of responsibility. For instance, music ambassadors help pupils in the music garden to make sure they are using equipment safely and respectfully. Pupil governors help the governing body steer the school and make it a better place. However, checks to establish which pupils access these opportunities could be more rigorous.

The school is well led. Leaders consider staff well-being and staff say they feel supported as 'people' as well as 'teachers'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff receive regular training and are knowledgeable about safeguarding procedures. All adults are alert to any signs of concern and abuse. The systems to record and monitor concerns are rigorous and thorough. The review of these records ensures that pupils receive timely support. Early help for families is a priority. Leaders are tenacious in obtaining external support. The school's recruitment processes ensure that only appropriate adults work within the school.

Pupils feel safe. They know bullying is not tolerated and, should it happen, staff deal with it swiftly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made considered and effective decisions to enhance the curriculum in some subjects. However, in a few subjects not all planning yet details the key learning clearly enough. This means that some pupils do not remember all they have learned. Curriculum leaders should ensure that the key knowledge is identified so that teachers can make it more explicit and pupils remember more of what they have been taught.
- There is a wide array of extra-curricular activities on offer. However, checks to establish which pupils access these opportunities could be more rigorous. As a consequence, some pupils do not access the available activities. Leaders should bring a greater level of scrutiny to who is attending clubs and occupying positions of responsibility. They should be more strategic in establishing what experiences pupils need, and want, particularly the most disadvantaged pupils.

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.

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

Unique reference number	139874
Local authority	Leicestershire
Inspection number	10240411
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	Lee Croucher
Headteacher	Kate Barrs
Website	www.rothley.leics.sch.uk
Dates of previous inspection	7 and 8 December 2021, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative providers.
- The school is a standalone academy.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leaders, including the special educational needs and/or disabilities coordinator, curriculum leaders and the EYFS leader.
- Inspectors carried out deep dives in five subjects: reading, mathematics, art, design and technology and music. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with

teachers and pupils. They also looked at plans for the history curriculum and talked to the leader of this subject.

- The lead inspector met with the chair of governors and two other members of the governing body.
- Inspectors took account of the responses to the Ofsted Parent View survey, pupil survey and staff survey along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Attendance, behaviour logs and safeguarding records were scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- Inspectors visited the breakfast club and observed their provision.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Luella Manssen	Ofsted Inspector
Andy Lakatos	Ofsted Inspector

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