

# INSPECTION REPORT

## **ROTHWELL HAIGH ROAD INFANT SCHOOL**

Rothwell, Leeds

LEA area: Leeds

Unique reference number: 107833

Headteacher: Ros Tiffin

Reporting inspector: George Derby  
25349

Dates of inspection: 29 – 30 January 2002

Inspection number: 197452

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery and infant school
School category:	Community infant school
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed

School address:	Haigh Road Rothwell Leeds
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Postcode:	LS26 0QN
Telephone number:	0113 214 6314
Fax number:	0113 282 0671

Appropriate authority:	The governing body
Name of chair of governors:	Councillor D Wilson

Date of previous inspection:	15 September 1997
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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
25349	George Derby	Registered inspector
19443	Nancy Walker	Lay inspector
10099	Sue Lewis	Team Inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Rothwell Haigh Road Infant School, situated in the Rothwell area of Leeds, admits pupils from three to seven years. The school serves a well-established community. A small number of pupils join or leave the school other than at the usual times. The school is smaller than other schools of a similar type. It has 189 pupils in total, 52 of whom currently attend the nursery either morning or afternoon, on a part-time basis. Although the school's nursery places are sought after by parents, not all nursery children continue with their compulsory education at Haigh Road; they sometimes attend other schools in the area. The nursery building is half a mile from the school but new facilities are being constructed on the school site which should be ready by Easter 2002. There is a wide range of attainment on entry to the nursery and children often arrive with attainment below that expected for their age, although this varies from year to year. At present, the pupils' attainment on entry to the Reception classes is what would be expected for the children's age group. Twenty per cent of pupils are in receipt of free school meals; this is broadly in line with the national average. The number of pupils on the school's register of special educational needs (SEN) is well below the national average and there are no pupils with a statement of special educational need at the moment. All pupils who attend the school have English as their first language and there are only three pupils from minority ethnic groups.

### **HOW GOOD THE SCHOOL IS**

Haigh Road is a very good infant school. It has a high commitment to pupils' achievements and their personal development. The very good leadership and management by the headteacher and key staff result in a very clear focus on school improvement and development. Pupils' attainment is on course to be above average in English, mathematics and science by the end of Year 2 and is well above average for reading. Pupils achieve very well overall. This is because of the very good quality of teaching and the range of opportunities pupils have to learn. The pupils have very positive attitudes to their work. They are very polite and well adjusted and their behaviour is excellent. These qualities, combined with the very effective monitoring of the school's work, mean the school gives very good value for money.

#### **What the school does well**

- Pupils achieve very well because of the very good quality of teaching and, especially, the very good knowledge teachers have of pupils; over the past four years pupils' attainments have mostly been well above average.
- The opportunities pupils have to learn are very rich, carefully planned and strongly motivating.
- The provision for information and communication technology (ICT) is very good and is having a positive effect in raising pupils' standards in ICT and in other subjects.
- The leadership and management of the school are very good.
- The pupils' very good personal development, really positive attitudes to work and excellent behaviour are strongly fostered by the school's motivating ethos and the high expectations of all staff.

#### **What could be improved**

- The governors' role in monitoring health, safety and care in the school, including how well staff know the school's systems and procedures for child protection.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since its last inspection in September 1997. It has built upon its strengths and improved where there were areas of weakness. The quality of teaching has improved; two thirds of the teaching is very good or better, double the proportion previously. Almost all teaching is good or better and there continues to be no unsatisfactory teaching. Standards have risen over the last four years. The pupils' results in the National Curriculum tests in Year 2 have been, in the most, very well above the national average. There is now an almost seamless transition for pupils from the separate nursery to the school's Reception classes and teachers plan very well together. They now base this on the Early Learning Goals curriculum, but ensure that literacy and numeracy follow the recommendations

in the national strategies for Reception pupils. This provides a very good balance of experiences. The co-ordinator has worked very hard to forge links, despite the difficulties of distance; she meets staff regularly and monitors planning and pupils' work. Co-ordinators take an active role in planning for the development of their subjects; all aspects of English, mathematics and science are regularly monitored and evaluated including pupils' standards, teaching and assessments of pupils. More detailed monitoring of other subjects takes place when the subject is identified as high priority on the school improvement plan. Standards in art have been raised and the work is of high quality. There is a wide breadth of opportunity, including the use of ICT. A relatively new co-ordinator has updated the policy. A planned, systematic programme helps pupils build on their previous experiences and learning. The school has a very good capacity to improve further.

## STANDARDS

The table shows the standards achieved by seven year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	A	B	A	A*
writing	A	B	A	A*
Mathematics	A*	A	A	A*

**Key**

very high A\*

well above average A

above average B

average C D

below average

well below average E

Pupils' performance in the 2001 National Curriculum tests at the end of Year 2 in reading, writing and mathematics was well above the national average and was very high (in the top five per cent) when compared with similar schools. The percentage of pupils attaining at the higher levels in the tests in reading, writing and mathematics was twice the national average; attainment at this level was very high in reading and mathematics and was well above the national average in writing. Pupils' attainment in science, assessed by their teachers, was in line with the national average for those pupils reaching the expected levels (Level 2 or above), but well above average for those attaining at the higher levels (Level 3). It was also well above average when compared with similar schools. This level of attainment represents very good achievement compared to these pupils' starting points in the school and the school has maintained this level for several years. This year's group of Year 2 pupils are a lower attaining group compared with their 2001 counterparts and are not expected to do as well in their National Curriculum tests. However, by the end of their time in the school, the pupils are expected to achieve very well and inspection evidence shows their attainment is above national expectations and on course to be above average at the end of Year 2. Although very few pupils are on the school's register of special educational needs, there are a number of other pupils who have identified problems, including those with speech and language difficulties. The school is highly effective in meeting all these pupils' needs and this helps to raise their attainment. The school sets realistic and challenging targets and is on course to meet these.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and work. They are keen to come to school, settle quickly and have high levels of interest in their lessons. They are productive workers, taking a great pride in their work.
Behaviour, in and out of	Pupils' behaviour is very good overall and the school is a very harmonious community. The pupils' behaviour around the school is excellent. There

classrooms	are no exclusions. Rothwell pupils are very polite and respectful of others.
Personal development and relationships	Pupils' personal development is very good and is supported by the very strong relationships in the school. Pupils willingly take on responsibility in classrooms and around the school and are able to work collaboratively.
Attendance	Attendance is satisfactory. Some parents still take holidays during term time and this affects the school's attendance figures. Unauthorised absence is slightly above average.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 - 2
Lessons seen overall	very good	very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is very good overall and it effectively promotes the progress and attainment of all pupils. In Key Stage 1 it has a number of excellent features. Lessons are very well planned; planning for literacy and numeracy is very detailed and teachers' record keeping in these areas is very strong. Pupils achieve so well in this school because teachers take very careful account of pupils' differing needs and abilities, including those with SEN and those who are gifted and talented. This is based on a thorough knowledge and detailed assessment of pupils' capabilities and of what they should learn next. Teachers have a range of good ideas to help their pupils learn and remember and this helps focus pupils' attention on what they will learn and find out in lessons; this considerably helps their understanding. The very good quality of teaching is also based on very good and close relationships between pupils and teachers and on the considerable care and concern all staff have for the children. Teachers' management of their pupils is skilful and the way they present lessons is interesting, entertaining and challenging. The small number of pupils with SEN are very well supported by skilled staff and they learn very well. Staff ask probing questions which really challenge pupils to think and they ensure they include all pupils with questions relevant to their needs. In English, including literacy, pupils are taught very well overall and literacy is very well promoted in other lessons. The teaching of mathematics, including numeracy skills, is very good and has some excellent features. Additional support for literacy helps pupils who are relatively lower attaining or who have specific difficulties in reading and writing. Pupils respond very well and they learn very well. They are keen to learn and work hard, showing very good levels of concentration, developing and deepening their knowledge, skills and understanding. Teaching assistants make a very strong contribution to pupils' learning and teachers plan for their use very well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad and balanced and very well matched to the needs and abilities of all pupils. The use of ICT adds much to the curriculum and supports pupils' learning in other subjects. The Foundation Stage <sup>1</sup> curriculum is very well constructed. The range of interesting opportunities provided throughout the school excites pupils' interests and motivates them very well.

<sup>1</sup> The Foundation Stage covers all children in the Nursery and Reception classes. Pupils in Years 1 and 2 are in Key Stage 1.



Provision for pupils with special educational needs	Very good. Pupils are very well supported and, as a result, make very good progress. Work is very well matched to their needs
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Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for the pupils' spiritual, moral, social and cultural development. Pupils are given many opportunities to reflect on what they have done and how they might improve. They are taught to value and respect others through the school's very good ethos and they learn to work very well with each other. Staff are very good role models for pupils to respect and learn from. Themes in assemblies are used well to encourage pupils to think about their moral responsibilities and to appreciate the wonders of the world. The celebration of world festivals contributes strongly to pupils' cultural development.
How well the school cares for its pupils	Good. There are satisfactory procedures for child protection and for health, safety and security overall, but governors need to carry out more monitoring of these areas. Some lunchtime staff are not always fully aware of child protection procedures. Teachers do know their pupils very well, however, and know their particular strengths and weaknesses in detail. Pastoral care is very good and pupils are well supervised. As a result, pupils feel secure to come to school, and they confidently play a full part in lessons and school life.

The school's links with parents are very strong and they feel they are kept very well informed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management and has established a very positive climate for learning in the school. She is insistent on high standards and expects staff and children to give of their best.
How well the governors fulfil their responsibilities	Satisfactory. Many governors are new and are developing their role of critical friend. Governors are supportive and take an active interest in the life of the school. They are very well informed by the headteacher of the school's work. The chair of governors is developing a good understanding of the capabilities of the school. He is keen to ensure that governors fulfil their responsibilities and is aware of the need to oversee health and safety more rigorously.
The school's evaluation of its performance	Very effective. Assessment results are thoroughly analysed and whole school and individual targets are set. The school improvement plan is regularly reviewed and is a well constructed document, focusing clearly on what the school needs to do to move forward. Formal monitoring of teaching has been effectively undertaken by the senior staff. Monitoring of teaching and of the curriculum is well established.
The strategic use of resources	Very good. Very effective use is made of the school budget and additional grants to benefit pupils' learning. Spending is thoroughly analysed to ensure it has been effectively used. Financial planning is very good and resources are used well to support educational priorities.

The school makes good use of best value principles. The current nursery classroom is very small, cramped and cluttered and totally unsuitable for teaching nursery-aged pupils. The school has worked very hard and long to gain support and, finally, private funding for a new nursery that is being built on site.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Everything about the school including: <ul style="list-style-type: none"><li>• Their children like coming to this school.</li><li>• The teaching is good.</li><li>• The school is well led and managed.</li><li>• They are comfortable in approaching the school if they have a problem or a question to ask.</li><li>• Children make good progress in school.</li></ul>	No issues for improvement were identified by parents.

The response from parents from the pre-inspection questionnaires, the meeting for parents and informal discussion during the inspection was overwhelmingly positive. Inspectors concur with parents' positive views. Parents have virtually no criticisms of the school, most have the highest praise. One parent wrote: *'This is the best school in Leeds – staff are dedicated and committed and the headteacher instils respect for others'*. Another had highest praise and stated *' the nursery did an excellent job of preparing my daughter for full time education'*.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils achieve very well because of the very good quality of teaching and, especially, the very good knowledge teachers have of pupils; over the past four years pupils' attainments have mostly been well above average**

1. Pupils' results in the National Curriculum tests towards the end of Year 2 over the past four years have usually been well above average in reading, writing and mathematics and very high (in the top five per cent of schools) when compared with similar schools. This was the picture in 2001. In 2000 pupils' attainments in reading and writing were above the national average and still well above average in mathematics. Although this was a lower attaining group of pupils, this represented very good achievement from their attainment on entry to the school. Such high standards are linked to the very good attention given to the needs of all groups of pupils, such as lower attaining pupils and those with special educational needs, and an especially good level of challenge for higher attaining pupils. The current Year 2 cohort are attaining at levels which are above average and are on course to attain at this level in English, mathematics and science, or slightly above, by the end of the school year. This, again, is a lower attaining group compared to previous years, but is one that is demonstrating very good achievement from entry to the school. Overall, for other year groups currently in the school, the school's analysis of its data and inspection findings show the trend for attainment is for these pupils to be well above average by the end of their time in the school. The pupils' very good achievements are principally as a result of the headteacher's insistence on high quality teaching, her effective monitoring of this and pupils' results, and the richness of the curriculum provided by the school. The quality of the teaching is very good and the school's team of teachers are very skilled and are very well supported by the learning support assistants. During the inspection nearly all the teaching was good or better in the 24 lessons seen and two thirds of it was of very good quality. The teaching in four of the 24 lessons was excellent. No teaching was less than satisfactory.
2. In relation to their starting points, the pupils at Haigh Road Infant School achieve very well. Pupils often enter the Nursery with standards below those expected for their age, and, currently, a small number of children exhibit language delays which affect their ability to speak coherently at length, and to understand fully what is being said to them. The gains they make in the Nursery and Reception classes are very good because of very good teaching which helps pupils move through the 'stepping stones', to exceed the Early Learning Goals by the end of Reception. One of the strongest features of the Nursery and Reception classes is the particularly strong support for language, literacy and communication, mathematics and children's personal and social development. Children become 'active' learners, totally involved in their learning and are given clear explanations about what they are doing and why they are doing it. This prepares them well for their later education. No opportunities are lost for doing this and teachers are very knowledgeable about the needs of children aged five years and under. They plan exciting and highly interesting experiences for them so that they learn very effectively. Story telling, role play and the teacher's use of self-made books to support this in the Nursery mean that children's attentions are held and their imaginations fired. In a story to do with the 'Rainbow Fish' the teacher's skilful use of high quality teacher-made materials and props, such as a starfish and a glittering rainbow fish, entranced the children. The ideas presented in the Three Billy Goats Gruff story were carried over into all areas of learning and reinforced the children's understanding of ideas and, in particular, extended their language. Children practised stepping over the 'bridge' in their outdoor play, counting and taking turns to be the Troll. Despite the unsuitable crowded indoor space, the very good organisation of areas and resources, and especially the outdoor play area, contribute significantly to these children's development.
3. The very good links now established between the off-site nursery and the main school Reception classes mean that pupils move 'seamlessly' into the school. Teachers become quickly aware of the learning needs of their groups. The strong support for early literacy, numeracy and pupils' curiosity about the world continues. Planning is thorough and follows the same format as in the Nursery, focusing on the Early Learning Goals. There is a very good emphasis on organising

lessons in line with the national literacy and numeracy strategies, ensuring that children have a comprehensive grounding in the basic skills. Skills are taught very well and lessons very well organised, with activities in different areas of the classrooms very well planned, organised and supported by staff. Aspects of literacy and numeracy are promoted very well through lessons. The staff's high degree of attention to the children's understanding and use of vocabulary are significant strengths. Already, pupils are becoming independent learners, beginning to organise their own materials and identifying what they need to achieve a task. In one lesson in a Reception class, two pupils, working together, discussed a list of words and identified to each other which ones had the 'ch' sound in them. Others explored ways of measuring a variety of shoes and used language such as 'shorter than...' and 'longer than...'. The literacy part of the lesson focused on how words were made up of sounds and children quickly recalled that these were 'phonemes'. With the good help from a learning support assistant, they were able to identify the final sound in *rug*, *dog* and *cup*. In one lesson, where the teaching was excellent, the teacher's use of a puppet (who frequently got answers wrong) in the plenary at the end of the lesson immediately grabbed the children's attention and made them focus on their work on 'lists' and letter shapes. This resulted in pupils becoming highly attentive and all contributing keenly to providing examples of lists such as those used for shopping, as well as having great fun as the 'cat' revealed letters they were to identify.

4. In Key Stage 1 (Years 1 and 2) the organisation of classes is more appropriately formal but nevertheless the emphasis continues to be on pupils as active participants in their learning. Teachers are highly organised, very well prepared and plan their lessons in detail, ensuring that work is very well matched to the groups of pupils in their classes. Pupils are very clear about what they are to learn and do through the teacher's excellent use of the WALT ('We are learning to ...') and WILF ('What I am looking for') characters. All pupils respond positively to this and try their hardest to meet the objectives set them. Teachers give pupils very clear guidance as to what they are doing and this encourages them to learn from each other. Strong features of the work here are the high degree of collaboration which is planned. The very strong support for literacy and numeracy continues and key subject vocabulary is consistently emphasised in lessons.
5. In English, very good plenary and whole class sessions they are always encouraged to explain their work and present it to others. Self-evaluation, and evaluation by others, is a very strongly promoted feature of lessons and helps pupils reflect on their work and how they could do it better. In these lessons very good use is made of English terms and techniques such as 'freeze framing', 'character' and 'dialogue' and pupils take great pride in remembering them and using them appropriately. Text work is very well used to support pupils' understanding of how books work. Teachers carefully develop pupils' understanding of parts of speech such as verbs and adjectives, and reinforce their ability to blend sounds for spelling and reading unknown words. In their writing, they are encouraged to draw on styles they have seen in other authors' writing and to write for a wide range of purposes such as letters, reports, shopping lists and notes. Shared writing activities enable lower attaining pupils to write about their broader curricular experiences, while their writing skills are systematically supported in English and small group work, for a range of purposes.
6. The many opportunities for investigations in mathematics and science help pupils' planning and thinking skills. In a Year 2 mathematics lesson on direction pupils developed their idea of rotation and of clockwise and anti-clockwise through group work in the hall. They went on to develop these ideas in investigating and planning routes. They produced a sequence of directions, with some pupils mapping routes on paper and then enthusiastically demonstrating these by moving themselves. In science there is a very strong emphasis on hypotheses, extending pupils' ideas through challenges and testing. For instance, in a Year 2 science lesson where the teaching was excellent, following high quality questioning to test pupils' knowledge during the introduction, pupils constructed electrical circuits with a bulb, switch and cables by working in different groups with different challenges. Extension work was very well prepared for higher attaining pupils, who considered the use of materials to make the circuit work and had to solve problems about which circuit diagrams would or would not work. They began to draw conclusions of the effects of the strength of the light when there were two bulbs in their circuits. Planning showed clear

development towards an understanding of conductors in the near future and high levels of challenge for pupils. The level of challenge in such lessons results in pupils attaining at levels above expectations. Whole class sessions at the beginning of lessons and plenary parts at the end of lessons particularly support the individual needs of pupils and assess their knowledge very well. These are sensitively managed through careful questioning and discussion so that pupils' ideas are valued and incorporated in the lesson. In a Year 1 and 2 class geography lesson a well explained introduction helped pupils make comparisons between a South American village and Rothwell; in the written work that followed pupils were very carefully supported to enable each to succeed and be challenged to express their ideas. They used a range of resources such as word books, staff support and a thesaurus to write down their findings. Pupils' ideas were extended and shared very well, with pupils from all groups contributing and involved in the plenary session.

7. The school's use of assessment and the setting of individual pupil and school targets to improve standards are well established. Careful recording of children's activities and their learning, by teachers and support staff, and the effective planning of group work mean that all time is used effectively. Pupils move purposely from one activity to another and their learning is systematically built upon. Pupils' successes are celebrated and shared regularly; this supports pupils' confidence in themselves as learners and in the adults, because pupils know they are interested in all that they do. Teachers' understanding of pupils' literacy levels and the individual needs of their children is very strong. The school has collected data on its pupils since 1998 and thoroughly analyses the results of tests and assessments. As a result, teachers know their pupils extremely well and identify clearly through their planning and setting of targets where and how pupils should improve. Pupils who need extra support are given it, within a setting which provides them with stronger skills (especially in reading and writing) and confidence in their own ability. The information gained from the school's analyses of its results and its tracking of pupils' progress inform the staff of how much progress pupils make and enables them to identify which category of attainment they are likely to reach, whether they are achieving above expectations or well above, for instance. Whole school target setting is realistic and challenging and the school is on course to meet current targets set.

**The experiences and opportunities pupils have to learn are very rich, carefully planned and strongly motivating.**

8. Since the last inspection the curriculum has been strengthened through the school's very good implementation of the literacy and numeracy strategies and the further development of the school's Foundation Stage curriculum. The recent developments in the provision of ICT, and in the systematic planning of the subject, are already resulting in higher attainment in the subject and helping to raise standards further in other subjects. The school supports all its pupils well and ensures they are fully included in activities while also ensuring it meets all of their needs. Activities are always planned with the needs and abilities of individual and groups of pupils in mind and this is well represented on teacher's plans.
9. The curriculum for Nursery and Reception pupils is very good. It is very carefully planned by all staff in the long, medium and short term to ensure that all children's previous experiences and prior learning are carefully built on to maximum effect. Support staff are very well used and the outside environment is used to strengthen provision further. Although the current nursery classroom accommodation is unsatisfactory, because it is too small and cramped, staff provide very important experiences within it and use the outside facilities particularly well to extend the children's opportunities and to compensate. The imminent transfer of the nursery class to the main school should ensure even stronger links between all aspects of the Foundation Stage provision, including allowing the co-ordinator more chance to monitor teaching, planning and children's work.
10. The learning opportunities provided in the Nursery and Reception classes cover all six areas of learning very well and the children's activities are planned very well so they lead to the Early Learning Goals. A cycle of well planned, relevant topics ensures that children's learning experiences build on one another to enable the pupils to make progress. The approach to language, literacy and communication and the children's mathematical understanding links very

well with the school's literacy and numeracy strategy and pupils move very smoothly into their National Curriculum work as a result. The Foundation Stage curriculum is carefully planned to build on pupils' experiences, interests and enthusiasm and stimulate their curiosity. Stories are used to particularly good effect as themes and role play areas support pupils' imaginative development well. All rooms are organised into specific work areas and staff are careful to ensure that children have experienced all the activities they should and note down their responses. As a result, children move purposely from activity to activity and understand what they should be thinking about in relation to these, even when they are working independently.

11. The curriculum provided in Years 1 and 2 is similarly rich with opportunities which are very carefully planned to enhance pupils' attainment, learning and progress. The literacy and numeracy strategies are particularly effective. In literacy pupils are provided with very interesting reading and writing activities which have a strong emphasis on pupils' self-expression and confidence. English is very well planned and all aspects are thoroughly covered. Pupils study a very good balance of classic and contemporary literature including traditional stories and those from other countries, which helps to enhance their cultural understanding. Relevant opportunities are also planned in mathematics and science, with a very strong emphasis on pupils applying what they have learned, particularly through very well planned investigations and the use of research. The quality of the school's response to the numeracy strategy means that highly effective foundations are laid for pupils' mathematical understanding and numeracy and literacy are particularly well supported across the curriculum. In other subjects such as geography, history and religious education a broad and rich range of experiences are provided with particularly good use of artefacts and ICT software to enable all children to make comparisons with their own lives and current understanding. Assemblies further reinforce children's awareness and celebration of difference and diversity and ensure they are being well prepared for their broader lives. Children and staff raise funds for a number of charities and in doing so learn about their work in this country and in others. In addition, the school has won a number of awards for its work on its gardens and outside environment. Pupils' involvement in these projects reinforces their appreciation of the natural world and fills them with a sense of achievement. Many know the names of plants in the garden and the birds that visit. The very rich curriculum offered in the classrooms is strengthened even further by the availability of such experiences, the high quality display work and the ways in which the school recognises the ways in which its total environment can support children's learning.

**The provision for information and communication technology (ICT) is very good and is having a positive effect in raising pupils' standards in ICT and in other subjects.**

12. Information and communication technology has always had a high profile in the school and at the time of the last inspection pupils' achievements were above that expected for their ages. This is still the case and they achieve very well in ICT. The use of ICT is well rooted in the school's practice. From a very early age pupils have rich experiences to help them learn the skills of using a computer and the school fully recognises the importance of ICT in supporting pupils' learning in other subjects. It has focused teaching sessions each week developing pupils' ICT skills and teaching them how to apply these. This works really well.
13. The recently appointed, enthusiastic and knowledgeable co-ordinator has done much to make the teaching of the subject even more systematic, through very good organisation of hardware and software and through good leadership and management of the subject itself. There is a clear long-term vision for the development of the subject and an enthusiasm to make standards and provision even better than it is now. Major problems with the computer network have now been addressed and the co-ordinator has fully audited resources and has organised for a range of software to be installed on all computers which enables teachers to fulfil all aspects of the ICT curriculum for the Foundation Stage and Key Stage 1. A particular strength is the way teachers match computer activities to pupils' needs in a number of subjects. For instance, in a Year 1 mathematics lesson the teacher used software to emphasise how amounts of money can be equivalent to each other. Pupils sat in awe of the animation and of the teacher's explanation and focused very well on what they were learning. Teachers are able to access the Internet in their

classrooms and this is well used for research purposes and to enhance learning in subjects such as history and geography. All pupils have their own workspace on the computer and samples of work are kept as exemplars of good attainment and to enable the tracking of pupils' progress. In addition, assessments are made at the end of each unit of work; pupils undertake short practical tasks which assess their skills in ICT and their ability to apply them.



14. Teachers have benefited well from the training they have received and show great confidence in teaching or using ICT. It is taught very well and used naturally; it is seen by the teachers as a very important tool to support learning. Some really good examples of pupils using ICT to support their activities were seen in the Foundation Stage where activities for drawing, writing and 'painting' are set up for pupils to use as part of their self-directed activities. Pupils sustained their attention well and concentrated hard to make the movements they wanted. They showed accurate control with the mouse and a good understanding of the function of tool icons. From a very early age pupils are taught to save and print their work and they do this confidently. In a Year 1 geography lesson about similarities and differences between places, teacher and pupils together used commercial materials to compare Rothwell with a South American village; later pupils used a simple word processor with ease to construct their responses. They showed confidence with the keyboard layout and with the drop down menus on the toolbar. Word processing is often used to write in English and pupils show an increasing ability to type at a reasonable speed for their age, although this could be speeded up even further if they used the correct fingers for the parts of the keyboard.
15. As pupils progress through the school their ICT skills are built on well and what they are expected to do increases in depth. In a Year 2 ICT lesson, what pupils were to learn was made very clear through the use of WALT and WILT. In preparation for the Mondrian designs they were to produce later, they learned to use shape and line tools, producing their marks carefully and accurately so that they joined up and the shapes made could be 'flood filled'. Pupils gained a great sense of pleasure in doing this and had great determination to get it right. Work, which was matched to pupils' needs and abilities, was tackled with great enthusiasm by Year 2 pupils in a mathematics lesson on orientation. Practical work in the hall on moving clockwise and anti-clockwise was followed by some pupils planning routes on squared paper, others using the computer to test their knowledge of compass points and another group planning the route for a floor robot. This lower attaining group was very well taught and helped by support staff to identify the controls to make the turtle move and to program it to move a few spaces. In a later lesson with this Year 2 class, higher attaining pupils tackled the same activity but were confidently programming the robot to move a number of paces as well as turning it using right angles to plan routes around a course plotted on the floor. Most could confidently program it to perform a sequence of activities such as 'forward 3', 'right 90', 'forward 2' and so on.

**The leadership and management of the school are very good.**

16. The headteacher's very positive leadership provides a clear educational direction for the school. The school's management is also very good. Staff are consulted in decision making and there is a good balance between decisive action where it is needed and consultation. Parents value the work of the school and are supportive of its aims and values. There is a clear sense of shared values and unity of purpose by all staff. The school is very well placed to make further progress. The school's work is very rigorously documented and analysed leading to changes and improvement based upon this. The headteacher's commitment to high standards and the quality of provision play a very important part in ensuring high standards are attained. A good example of the determination and sustained effort that are characteristic of the leadership is the building of a new nursery (in partnership with a private pre-school facility) on the school site to replace the current limited off-site nursery accommodation. The present senior management team also provides effective support; a new deputy headteacher has been appointed but has not yet started. Evidence of the previous deputy headteacher's work indicates a high commitment to the school and to improved standards; her thorough analysis of school results and assessments has led to the school setting challenging but realistic targets. There is a very good sense of the school's strengths and where it needs to improve. Governors, teachers and support staff have very clearly defined roles and responsibilities and work very well together with the headteacher to promote the school's aims. The very positive and supportive atmosphere, and the sense of commitment displayed by all who work in the school, reflect the quality of the leadership. It is also reflected in the very strong ethos of care and the attention paid to presentation of the children's work. Staff ensure that lunchtime and playtime are carefully and enjoyably supervised and also the inside and outside school environment, so that the school is a welcoming, interesting and stimulating place to be.



17. The school's governing body has many new members and, although they are aware of their role and responsibilities and of the standards in the school, their role as a critical friend is still developing. The work of governors is satisfactory. The chair takes an active lead; he has a good understanding of the school's strengths and all the governors are fully informed and take their roles very seriously. Teachers give presentations to the governors about their areas of work, standards and developments in their subjects. Finance is regularly monitored and there are very good evaluations of the school's spending. The school has been prudent in its saving so that it has funds to ensure that the new nursery can be fully resourced. There are clear committee structures and governors consider issues presented them and show strategic thinking and decision making.
18. The school development plan is a thorough document and is produced in consultation with governors and staff. Subject co-ordinators make contributions in relation to the development of their subjects. This is a very useful document in guiding the long-, medium- and short-term development of the school. It would, however, benefit from having clearer criteria for measuring the success of actions planned, so that the school's performance can be evaluated more sharply. The school has established a very good climate for continuous improvement and reflects carefully on everything it does.
19. Subject co-ordinators have well developed roles and monitor the work in their subjects on a systematic basis, when their subject is designated as a priority. They monitor pupils' work and standards in their subjects, although for mathematics and science subject leaders could be more involved in the analysis of data, in addition to the work of the assessment co-ordinator. The quality of evaluations made in relation to these observations is good, however, and the sharing of this forms a good basis for improvement. The headteacher's highly visible presence in the school and her insistence on high quality teaching and standards results in teachers being clear about any weaknesses and how they could improve. This has resulted in the school continuing to have a very committed team of teachers and other staff and, thus, raising pupils' achievements even further since the last inspection.
20. The day-to-day management of the school is efficient and unobtrusive. It is well supported by the school's administrative officer, who plays an active life in the school.

**The pupils' very good personal development, really positive attitudes to work and excellent behaviour are strongly fostered by the school's motivating ethos and the high expectations of all staff.**

21. This is a school which makes very good provision for pupils' personal and academic development. Staff expect a great deal from pupils, both with regard to their behaviour and learning. Pupils are always encouraged to relate well to one another, to be considerate and courteous and play well together. Relationships between themselves and their teachers are very good. They take an active interest in all that they do and take part in. For instance, in a whole school assembly on Chinese New Year, pupils were amazed and fascinated by the high quality 'dragon dance' performed by pupils and by the idea of fortune cookies and what they might say. They sat in awe of the performance and talked with enthusiasm about their own work on making dragon masks and other Chinese New Year activities after the assembly.
22. Pupils are always very polite, very well mannered and take a really genuine interest in visitors. They show care and concern to each other, taking turns and showing great interest in what their partner has to say, as in literacy work in one Reception class on sorting sounds in words. Pupils discussed their ideas and answers and were able to agree on any differences of views. Their behaviour is always very good; it is excellent in lessons and very good around the school. They play very sensibly outdoors and take turns extremely well, patiently waiting and organising their own games among each other.
23. The school strongly promotes pupils' independent learning and gives them every opportunity to be responsible for the resources they use. They are expected to organise their own equipment from an early age and put it away at the end of lessons. In many lessons pupils are challenged to

decide on the kinds of equipment they will need to use to complete their work, such as in science and mathematics. There are many opportunities for pupils to work collaboratively, solving problems together and deciding on courses of action and strategy, such as how to construct complex circuits in a Year 2 lesson in science and deciding on the outcomes of circuit layouts and the effects on light bulbs in the circuit. Pupils really enjoy the challenges set and always 'rise to the challenge'. They concentrate really well and strive to do better. Their feelings of social responsibility are supported through the charity work and the well planned assemblies, which enable pupils to think carefully about others and how they might help and support them and each other. The newly introduced circle time sessions are appreciated by pupils and parents as strengthening further pupils' abilities to consider their own actions and the needs of others and to respect difference.

24. The pupils' work and successes are celebrated through assemblies, the gaining of class awards and the exceptionally well presented displays in classrooms and around the school. The way the work is displayed shows staff's high regard for pupils' work and ICT supports this very well. Pupils enjoy coming to school; the lessons and other activities are very good social occasions, where pupils can have their imaginations stimulated and where they are encouraged to, and do, become active and enthusiastic learners.

## **WHAT COULD BE IMPROVED**

**The governors' role in monitoring health, safety and care in the school, including how well staff know the school's systems and procedures for child protection.**

25. The governors have a broad oversight about health and safety matters but rely too heavily on information received from the school. Although the caretaker takes responsibility for checking some electrical equipment, such as ensuring computers are connected and working, there is no one in the school with a whole view on health and safety. Fire extinguishers and electrical appliances are checked by external companies on a regular basis but there are no ongoing checks within the school and no governor especially designated to take responsibility for this area. A governor previously nominated for health and safety resigned some time ago, and the chair of governors recognises that it is an oversight that no new appointment has been made. Although most staff within the school know the school's systems and procedures for communicating any issues to do with child protection, midday supervisors are unclear about this. All staff need updated training and to keep abreast of school systems.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

26. In order to improve standards in the school and the quality of education even further, the headteacher, senior management team and governors should ensure that:

**(1) there is more effective monitoring of health, safety and care issues in the school by:**

- establishing more formal systems for identifying health and safety issues that include a nominated health and safety governor, a clear timetable of visits, and regular reports to the governing body, especially relating to the action taken or that which is required;
- making all staff, including lunchtime supervisors, aware of the school's child protection procedures and what they must do if there are concerns, and have this knowledge regularly updated through training.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	8

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	12	7	1	0	0	0
Percentage	17	50	29	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	26	137
Number of full-time pupils known to be eligible for free school meals	-	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	10

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	5.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	31	19	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	31	30
	Girls	16	17	18
	Total	46	48	48
Percentage of pupils at NC level 2 or above	School	92 (96)	96 (98)	96 (91)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	30	31
	Girls	17	16	16
	Total	48	46	47
Percentage of pupils at NC level 2 or above	School	96 (98)	92 (94)	94 (96)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	134
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	20
Average class size	21

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	76

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	37
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-01
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	£
Total income	362,103
Total expenditure	364,088
Expenditure per pupil	1,937
Balance brought forward from previous year	28,840
Balance carried forward to next year	26,855

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	163
Number of questionnaires returned	48

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	15	2	0	0
My child is making good progress in school.	83	15	0	0	2
Behaviour in the school is good.	77	23	0	0	0
My child gets the right amount of work to do at home.	56	40	0	0	4
The teaching is good.	92	6	0	0	2
I am kept well informed about how my child is getting on.	67	31	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	15	4	0	0
The school expects my child to work hard and achieve his or her best.	79	19	0	0	2
The school works closely with parents.	63	31	2	0	4
The school is well led and managed.	83	15	0	0	2
The school is helping my child become mature and responsible.	79	21	0	0	0
The school provides an interesting range of activities outside lessons.	27	24	2	2	44