

# Rothwell Haigh Road Infant School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 107833           |
| <b>Local Authority</b>         | Leeds            |
| <b>Inspection number</b>       | 287924           |
| <b>Inspection dates</b>        | 23–24 April 2007 |
| <b>Reporting inspector</b>     | Jim Griffin      |

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

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|-------------------------------------------|---------------------------------------------------------------|
| <b>Type of school</b>                     | Primary                                                       |
| <b>School category</b>                    | Community                                                     |
| <b>Age range of pupils</b>                | 3–7                                                           |
| <b>Gender of pupils</b>                   | Mixed                                                         |
| <b>Number on roll</b>                     | 186                                                           |
| <b>School</b>                             |                                                               |
| <b>Appropriate authority</b>              | The governing body                                            |
| <b>Chair</b>                              | Mrs Sally Bulmer                                              |
| <b>Headteacher</b>                        | Miss Sally Boulton                                            |
| <b>Date of previous school inspection</b> | 29 January 2002                                               |
| <b>School address</b>                     | Haigh Road<br>Rothwell<br>Leeds<br>West Yorkshire<br>LS26 0NQ |
| <b>Telephone number</b>                   | 0113 2146314                                                  |
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a larger than average sized infant school. Around a third of the pupils are entitled to free school meals, which is twice the national average. Most are of White British heritage and all speak English as their first language. There are a few pupils of Indian or mixed-White and Black Caribbean heritage. The proportion of pupils with learning difficulties and/or disabilities is below the national average, whilst the proportion with a statement of special educational need is broadly average.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school, which takes good care of its pupils and encourages their good personal development. Parents are overwhelmingly positive about what the school provides: 'The school is like a great big happy family' summarises the views of many. Pupils and parents commend the headteacher's drive and enthusiasm and hold her in high regard.

The school's care for pupils and its encouragement of the pupils' personal development are major strengths. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils' good attitudes to work and good behaviour make major contributions to the pleasant atmosphere that prevails throughout the school. Pupils enjoy both their lessons and playing happily with their friends. Pupils' spiritual, moral, social and cultural development is good, with moral and social development being particularly strong features. Relationships within the school are very good and as a result the pupils feel secure. Most pupils are polite, caring and confident by the time they leave school at the end of Year 2, increasingly well informed about healthy and safe lifestyles.

Overall, pupils' achievement is satisfactory. Children enter the Nursery with skills that are below those expected of children of their age. They make satisfactory progress overall, and reach standards that are broadly average by the end of Year 2. Children make good progress in the Foundation Stage where they get off to a good start in their learning and receive a good grounding in their basic skills. This is because tracking of their achievements, teaching and learning are well linked and consequently well matched to the needs of all the children. These young children enjoy stimulating lessons packed full of adventure, challenge and investigation.

In Years 1 and 2, pupils' achievement is satisfactory. This is because teaching is variable across these year groups. It is satisfactory overall and does not always ensure pupils learn at a consistently good pace. Teachers do not always make best possible use of assessment information to make sure there is an accurate match to the pupils' needs in lessons. Where lessons offer greater interest and challenge, pupils are well motivated, enjoy their learning and consequently progress at a faster rate and achieve more. The satisfactory curriculum makes a good contribution to pupils' personal development and skills in information and communication technology (ICT). Pupils are excited by frequent opportunities in lessons to use the computers to help, encourage and guide their learning.

Leadership, management and governance are satisfactory overall. The senior leadership team is now providing a clear sense of direction and this is having a positive impact on the pupils' progress. For example, good leadership in the Foundation Stage has targeted specific areas of learning for extra support and this has resulted in the children making good progress. Settled leadership in English has also had a positive impact on progress in writing and reading. Staffing is also becoming more settled and subject leadership is improving. The quality of the school's self-evaluation is broadly accurate and satisfactory. The school is at present trying to do too much in too many areas. This has potentially reduced the impact of planned improvements including raising achievement and as yet pupils in Key Stage 1 do not make consistently good progress. Improvement since the previous inspection, whilst satisfactory overall, has accelerated recently as staffing has become more stable. The leadership's good capacity to improve further is reflected in the way it is now beginning to refine its plans to address the areas where leadership is less successful.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **What the school should do to improve further**

- Improve the quality and consistency of teaching and learning in Years 1 and 2 to improve pupils' progress.
- Simplify the school development plan so that it focuses sharply on the priorities aimed at raising achievement.

## **Achievement and standards**

### **Grade: 3**

Children make good progress in the Foundation Stage. When they start in the Nursery their attainment overall is below what is expected of three year olds. This is especially so in key elements of communication, language and literacy and in mathematical development. They get off to a good start and by the end of Reception reach standards that are close to national expectations in all areas of learning. Over recent years, the school has become increasingly successful in ensuring that the curriculum and teaching address some key recurring weaknesses in children's learning when they enter Nursery. As a result, key areas critical to later learning, such as the linking of sounds to letters and calculation, are now secure by the time pupils leave the Foundation Stage.

Pupils make satisfactory progress in Years 1 and 2. They enter Year 1 with standards that are broadly average and standards remain broadly average by the end of Year 2. Teaching is not consistent enough in helping pupils to make good progress. Pupils with learning difficulties and/or disabilities make satisfactory progress as they receive targeted support either as a part of a small group or in lessons.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils really enjoy school and say that 'school is fun and friendly'. They are full of enthusiasm for the responsibilities they carry out each day. They take these very seriously. For instance, playground leaders come to the rescue of other children who find themselves temporarily alone at the playground 'buddy stop'. First class relationships ensure a friendly yet productive atmosphere in classrooms and shared areas as pupils work well together. Pupils show maturity as they ask adults for help when they do not quite understand how to do something. Their spiritual, moral, social and cultural development is good. They are sensitive to the needs of others and try to help those less fortunate through charitable work. Pupils have an increasingly wide knowledge of what constitutes a healthy and safe lifestyle. Most pupils attend regularly and arrive on time. Attendance is satisfactory overall. Good social skills and average basic skills equip pupils appropriately for future success and well-being. Pupils learn about other faiths but do not yet have a clear understanding of what it means to live in a diverse, modern society.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. Children in the Foundation Stage get off to a good start because of the high expectations of teachers and nursery nurses. Skilful adults wring every last drop of learning from these Nursery and Reception children, including good opportunities to learn outside. These children make good progress, as they consolidate and extend their learning. Teaching in Years 1 and 2 is more variable as confirmed by the school's own monitoring of classroom practice. Teachers do not consistently use the wealth of information available to plan their lessons appropriately and this results in some lack of pace and challenge for all learners. Teachers' marking does not routinely pinpoint how pupils could improve their work and as a result opportunities are missed to support pupils' learning. Teaching assistants offer good ongoing support throughout the day to different targeted groups of pupils, either in lessons or as separate groups. These may be identified as a small group that requires a short sharp burst of support. Pupils enjoy these sessions, where less confident learners have time to consolidate their skills well.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. It offers pupils a broad range of activities, particularly in the Foundation Stage. Staff in this key stage skilfully adapt the curriculum so that areas that pupils find most difficult are identified quickly and given higher priority. As yet, this does not happen in weaker areas, such as mathematics in Years 1 and 2. There is a strong emphasis throughout the school on developing and extending pupils' ICT skills through all the other areas of the curriculum. As a result, pupils are confident computer users. The curriculum successfully promotes pupils' personal development through the strong personal, social and health education programme. Some community service providers bring their expertise into school; as a result, pupils benefit from before- and after-school clubs. Together with a number of out-of-school activities and visitors, these contribute to pupils' health, fitness and personal development.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Staff ensure pupils receive all the support they need when they first arrive at school. They settle quickly as happy learners. Pupils make the most of their time at Haigh Road and look forward to moving to the junior school. Adults prepare them well to lead healthy lives, emotionally and physically. Staff take good care of pupils' personal needs and build their self-confidence. Pupils say they are happy to ask for help and parents comment that staff are always approachable. Staff provide good support for pupils with learning difficulties and/or disabilities. The school tracks the progress of all pupils diligently. This information is well used in the Foundation Stage but there is still room for improvement in its use in Years 1 and 2. Procedures for child protection and the safeguarding of learners are in place, along with the appropriate health and safety procedures.

## Leadership and management

### Grade: 3

The headteacher has adopted a calm, sensible approach to change and improvement, effectively encouraging and challenging staff to take part in this journey. She has created a cohesive leadership team that is becoming increasingly more effective. For example, leadership and management in the Foundation Stage and of special educational needs are now good. Non-teaching staff are making a greater contribution; as a result, additional support for individuals and groups of pupils has improved. The pace of improvement in some areas has been less effective due to some unavoidable staff illness and the long term absence of some staff. As a result, the tracking of pupils' progress and its implications are not yet influential enough in teaching and learning in Years 1 and 2, for example. This is a major reason for progress being no better than satisfactory.

Subject leadership is variable. It is good in English and ICT but emergent in mathematics due to staffing changes. There is a substantial amount of lesson monitoring by senior staff but this work does not yet focus sharply enough on the things that impact on pupils' learning and progress. The school improvement plan contains too many priorities and does not focus sharply enough on what is needed to improve pupils' progress.

The governing body makes a satisfactory contribution. It provides a good level of support for the school but still has work to do to develop its role in challenging senior staff. For example, it has not insisted that the school improvement plan focuses on a few key outcomes for pupils, thereby making it realistically achievable. The school gives satisfactory value for money.

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## Annex A

## Inspection judgements

|                                                                                                       |                       |
|-------------------------------------------------------------------------------------------------------|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | <b>School Overall</b> |
|-------------------------------------------------------------------------------------------------------|-----------------------|

### Overall effectiveness

|                                                                                                                                                          |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   |
| How well does the school work in partnership with others to promote learners' well-being?                                                                | 2   |
| The quality and standards in the Foundation Stage                                                                                                        | 2   |
| The effectiveness of the school's self-evaluation                                                                                                        | 3   |
| The capacity to make any necessary improvements                                                                                                          | 2   |
| Effective steps have been taken to promote improvement since the last inspection                                                                         | Yes |

### Achievement and standards

|                                                                                                          |   |
|----------------------------------------------------------------------------------------------------------|---|
| <b>How well do learners achieve?</b>                                                                     | 3 |
| The standards <sup>1</sup> reached by learners                                                           | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |

### Personal development and well-being

|                                                                                                               |   |
|---------------------------------------------------------------------------------------------------------------|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The behaviour of learners                                                                                     | 2 |
| The attendance of learners                                                                                    | 3 |
| How well learners enjoy their education                                                                       | 2 |
| The extent to which learners adopt safe practices                                                             | 2 |
| The extent to which learners adopt healthy lifestyles                                                         | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

### The quality of provision

|                                                                                                           |   |
|-----------------------------------------------------------------------------------------------------------|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 |
| <b>How well are learners cared for, guided and supported?</b>                                             | 2 |

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Annex A****Leadership and management**

|                                                                                                                                              |     |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets                                                 | 3   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money                                          | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities                                                  | 3   |
| Do procedures for safeguarding learners meet current government requirements?                                                                | Yes |
| Does this school require special measures?                                                                                                   | No  |
| Does this school require a notice to improve?                                                                                                | No  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Rothwell Haigh Road Infant School, Leeds, LS26 0NQ

I am writing on behalf of my colleague and myself following our visit to your school. Thank you for welcoming us to your school and for being so friendly and helpful. We were pleased to find out that you like your school. We enjoyed our visit and want to share with you what we found. We discovered out that your school is a satisfactory school. That means there are some good things but also some things that need to be better.

What we liked most about your school.

- You have a good start in the Foundation Stage.
- The school cares well for you, looks after you and treats you all the same.
- You are happy and feel safe at school.
- Your behaviour is good. You behave well in lessons and around the school.
- Your teachers work hard to make your lessons interesting.
- Your parents are pleased you come to this school.

What we have asked your school to do now.

- Make sure teaching is good in all lessons in Years 1 and 2 so that you will do better, especially in mathematics.
- Simplify the school's plans for the future, so that they focus on a few key work areas that will help improve your progress.

You are a credit to your school. Keep working hard and making the most of your time in Haigh Road. We wish you every success in the future.