

Rothwell Haigh Road Infant School

Inspection report

Unique Reference Number	107833
Local Authority	Leeds
Inspection number	336959
Inspection dates	23–24 November 2009
Reporting inspector	Keith Bardon

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	Mrs Susan Bulmer
Headteacher	Miss Sally Boulton
Date of previous school inspection	3 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meeting with governors, staff and groups of pupils. The inspectors observed the school's work and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed 57 questionnaires returned by parents.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- how teaching and other aspects of provision affect the learning and progress of all groups of pupils
- the quality of boys' and girls' writing
- the procedures used to identify and provide for pupils with special educational needs and/or disabilities
- pupils' understanding and appreciation of different communities and cultures
- how well leaders and managers use self-evaluation to assess what pupils are gaining from the school's work
- how well children who enter the Early Years Foundation Stage with different attainment and experiences learn and make progress.

Information about the school

Rothwell Haigh Road is a medium sized school on the outskirts of Leeds. Most pupils are White British and none is at an early stage in learning English. A little over a quarter of the pupils are eligible to take a free school meal. The proportion of pupils who have special educational needs and/or disabilities is below average and no pupils have a statement for their special educational need. Early Years Foundation Stage provision is made up of a Nursery and two Reception classes. The school has three other classes, all of which have a mix of Year 1 and Year 2 pupils. The school has achieved the National Healthy School Standard. Privately managed before- and after-school care is available to pupils and is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Rothwell Haigh Road provides its pupils with a good quality education which they enjoy thoroughly. Pupils benefit from a wide range of stimulating and carefully planned learning experiences which support their personal and academic development well. Staff respond sensitively to pupils' needs and watch over them carefully. Pupils are encouraged to contribute to lessons, find things out for themselves and put forward ideas about what they would like to learn next. As a result, they acquire confidence in their own abilities and develop well as independent learners.

Pupils are taught well and from a below average starting point make good gains in their knowledge and skills as they move through the school. While attainment over time is broadly average, there is a clear upward trend stemming from the sustained improvements the school has made since the last inspection and the effective strategies that are in place to promote pupils' good progress. It is to the credit of both staff and pupils that this improvement has been achieved, despite the need to move from single to mixed-age classes, something that neither had experienced previously. Good provision in the Early Years Foundation Stage enables children to make a secure start to school. They benefit from a wide range of stimulating activities well matched to the age range. However, the balance and accessibility of activities in and out of doors is better in Reception than in Nursery.

The school has made substantial progress since it was last inspected and many of the aspects judged satisfactory at that time, including pupils' achievements and the quality of teaching, are now good. The school's performance is monitored thoroughly and senior staff have a clear understanding of how its work is influencing pupils' achievements. However, the criteria upon which evaluations are to be based are not clearly enough defined. This makes forming judgements, such as how effectively different factors are influencing pupils' learning, and determining what needs to be done next, more difficult than they should be. Despite this, the school has secure platform for future improvement and the momentum to take it forward. Staff work closely as a team and share the common aim of providing pupils with the best possible education and learning experiences. The school itself is a well ordered and cohesive community in which pupils thrive, but links with the immediate area are somewhat limited, reducing the school's capacity to contribute to local community cohesion.

What does the school need to do to improve further?

- Increase the clarity and consistency of school self-evaluation by establishing clear criteria against which judgements of the school's performance can be made.

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- Increase opportunities for pupils by extending the school's links with the local community.
- Improve provision in the Nursery by ensuring that children have the same good quality activities in and out of doors and can move freely between the two areas.

Outcomes for individuals and groups of pupils**2**

Pupils have a very positive attitude to school and approach everything they are asked to do with willingness and enthusiasm. They are keen to learn and readily participate in lessons. Opportunities to find things out for themselves and to contribute what they know to the learning of others are accepted readily. This helps pupils to develop as independent learners, able to use different ways to find out about the world around them. Their resulting knowledge has a broad base and many pupils show a level of understanding that is good for their age. For example, from researching sea life they have found out that killer whales are predators because 'they can attack you' and that dolphins have the capacity to 'talk to each other'. When set a task by their teachers, pupils quickly get down to work and stay focused until it has been successfully achieved. They respond well to the help they are given by teachers and classroom assistants, listening carefully to what is said to them and trying hard to follow the guidance they have been given.

Although attainment is a little variable because some cohorts have different starting points to others, in 2009, it moved above average for the first time in several years. Inspection evidence shows that pupils are continuing to make good progress and to learn well. Most pupils read confidently, effectively breaking down unfamiliar words into letter sounds to identify them. By Year 2, many pupils are producing lengthy pieces of text correctly adapted for purpose and including colourful 'wow' words into their stories to add interest for the reader. While both boys and girls make good progress in English, girls' writing tends to be better than that of the boys, although the gap narrows over time, and particularly towards the end of Year 2. Many Year 2 pupils, both boys and girls, are starting to solve simple problems using the number facts they have learned. Pupils with special educational needs and/or disabilities are supported well and make good progress relative to their abilities. The small number of pupils from minority ethnic backgrounds maintains the same good rate of progress as other pupils.

Pupils enjoy a good relationship with all staff and, consequently, feel safe and cared for in school. Pupils participate enthusiastically in the daily 'wake up and shake up' sessions and recognise fully how these and the many other physical activities the school provides are helping to keep them fit and healthy. Fruit provided is devoured with relish because it is varied and enjoyable and pupils know it is doing them good. Pupils readily take on responsibilities around school and are proud of what they have achieved by working together, such as the Best School Garden award and part of Leeds in Bloom, two years running. While most pupils attend regularly, a small minority miss school more often than they should. A strong feature of pupils' good spiritual, moral social and cultural development is the respect they show for others, irrespective of background, ethnic heritage or culture. This was summarised perfectly by the pupils who commented, 'we

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should not look at the outside of people but look inside them'.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils become confident learners because teachers value their ideas and give them frequent opportunities to contribute to lessons and to work and think independently.

Lessons are planned thoroughly and generally organised well, although now and again teachers' introductions are overly long and the occasional activity involves too much cutting out or colouring in. Teachers make good use of the information from regular assessments and match work closely to the individual needs of the pupils. Pupils of differing abilities are set tasks that are challenging and engaging and all learn at a good pace. Classroom assistants make a substantial contribution to pupils' learning, supporting those who need additional help in class and leading groups purposefully during the sounds and letters sessions that start each day. Most teachers follow the school's marking policy consistently, celebrating what pupils have done well and providing useful advice about how it could be improved.

Teachers have utilised the recent change to mixed-age classes well to restructure and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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improve the curriculum. A cohesive programme in which subjects are linked creatively together has been introduced and is starting to become firmly established, although the school recognises that further refinement is needed. Pupils' involvement in deciding what they are interested in and what they need to learn next is a key element. This helps pupils gain ownership of their learning and goes a long way to ensuring their enjoyment and engagement. The school provides a good number and variety of extra-curricular activities, which are very popular with pupils. Regular visits and visitors add extra enjoyable dimensions to pupils' learning. The work the school is doing towards the Stephen Lawrence award is having a significant impact on pupils' perceptions of the wider world and the people they share it with.

The school pays close attention to the care and welfare of all its pupils. Staff keep a vigilant watch over those whose circumstances may make them vulnerable, follow up any concerns thoroughly and give good support to those who may be experiencing difficulties. Pupils are confident that if they have any problems, they can readily turn to any member of staff for help. Links with outside agencies are good and additional help is utilised well when pupils or their families need it. Effective strategies are in place to promote good attendance and the local authority target was met last year. Pupils with special educational needs and/or disabilities are identified early and effective programmes put in place to ensure they can make the best of their time at school. Transition arrangements work well and pupils transfer smoothly to and from the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff provide the school with clear direction and a strong sense of purpose. They are constantly looking for ways to make improvements and regard change as an opportunity for development. All staff with leadership and management responsibilities carry out their responsibilities diligently and effectively and the school moves forward at a good pace. A wide range of well-considered strategies are used to check the school's performance and the information collected is scrutinised and analysed carefully. However, evaluations of what the information is showing lack uniformity because there are no common criteria for staff to use when arriving at their judgements. At the forefront of all the decisions leaders and governors make is how pupils will benefit. By responding closely to the needs of the individual the school ensures that all its pupils are given equal opportunities to learn and develop. At school

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level and much further afield community cohesion is promoted well but links with the local community are less well developed and recognised as an area for improvement. The school audits its safeguarding systems carefully and these are fully in place, up to date and effective. Governors' ability to collect their own information about the school and to act upon it is developing and the governing body is steadily becoming the critical friend the school needs to maintain its good rate of progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Systematic assessments show that children enter school with skills and abilities below those that are typical for their age. Some children enter Reception having had no pre-school or nursery experience. Careful and diligent planning, a range of interesting and stimulating activities and good leadership ensure all children make good progress regardless of their starting points. By the end of Reception the majority of children are working securely within or beyond the expectations for their age, although a minority of children have yet to reach their age-related targets. In the Nursery a warm and personal welcome awaits parents and children every morning, enabling both staff and parents to share news, concerns or celebrations. Children quickly get to work and thoroughly enjoy printing with leaves and making models, learning to take turns and cooperating well with others. In Reception, high quality phonic work by very skilled and knowledgeable teachers enables all children to make good progress because each stage of their learning is carefully thought through. In the Reception areas the excellent use of the stimulating and free flowing indoor and outdoor provision encourages children to make

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choices, to share and to initiate their own learning activities. In the Nursery, although good learning activities take place indoors, this free flow from indoor to out is not available to the same extent, limiting some of the opportunities for the younger children. Good induction procedures enable children to settle quickly and parents are assured that their children are cared for well. Parents are kept well informed about their children's progress and are able to contribute to their children's informative learning profiles.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents hold very positive views of the school and of the education it provides for their children, which reflects inspection findings. They describe the school as a 'happy place to learn' and are pleased that their children enjoy it so much. In almost all cases they find staff 'friendly, helpful and welcoming' and ready to help with any concerns or problems. They are confident that their children are taught well and appreciate the efforts staff go to help children settle quickly when they first start in the Nursery.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rothwell Haigh Road Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 155 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	84	9	16	0	0	0	0
The school keeps my child safe	44	77	12	21	0	0	0	0
The school informs me about my child's progress	44	77	12	21	1	2	0	0
My child is making enough progress at this school	44	77	13	23	0	0	0	0
The teaching is good at this school	42	74	15	26	0	0	0	0
The school helps me to support my child's learning	41	72	16	28	0	0	0	0
The school helps my child to have a healthy lifestyle	40	70	17	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	56	19	33	0	0	0	0
The school meets my child's particular needs	40	70	17	30	0	0	0	0
The school deals effectively with unacceptable behaviour	36	63	16	28	1	2	0	0
The school takes account of my suggestions and concerns	33	58	20	35	2	4	0	0
The school is led and managed effectively	39	68	15	26	1	2	2	4
Overall, I am happy with my child's experience at this school	50	88	7	12	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2009

Dear Children

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

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Yours is a good school and I understand fully why you enjoy it so much. Teachers provide lots of interesting things for you to do and I am pleased that you find learning fun and exciting. When I came into lessons I was impressed by how hard you work and how well you keep at a task until you have finished it properly. It was good to hear from Years 1 and 2 just how much they had enjoyed their visit to Blenheim Primary. The caring attitudes you show towards other people and the way you readily help others is a credit to you and to the school. Your behaviour is good and it clear that you get on well with your teachers and other staff. They take good care of you and I know you appreciate all the help they give you.

You make good progress because teachers involve you in lessons and make them interesting and enjoyable. Many Year 2 children write clearly and use properly punctuated sentences which make good use of 'wow' words. These important skills are helping you to learn well in lots of different subjects. I had a look through your floor books and was very impressed by some of the things you have found out and recorded. There was a lot of very interesting information and the way you had explained it made it very easy to understand – well done! While I was in school I talked to teachers and governors quite a bit and made a few suggestions to help the school get even better. For example, I have asked them to make sure the Nursery children do more learning outdoors and to provide you with more opportunities to develop links with people in your local community. Thank you once again for a very enjoyable two days and very best wishes from all the inspectors.

Yours sincerely

Mr Keith Bardon

Lead inspector

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