

# Rothwell Primary School

## Inspection report

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<b>Unique Reference Number</b>	107982
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	354366
<b>Inspection dates</b>	6–7 July 2010
<b>Reporting inspector</b>	Andrew Swallow

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pauline Walker
<b>Headteacher</b>	Mrs Janet Booth
<b>Date of previous school inspection</b>	19 June 2007
<b>School address</b>	Carlton Lane Rothwell Leeds West Yorkshire LS26 0DJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed eight teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation documentation, relevant policies, assessment and tracking systems, safeguarding procedures and pupils' books. Questionnaires from 88 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the overall standards by end of Key Stage 2, especially in mathematics
- the rates of progress across Years 1 to 6, especially for high attainers and girls
- the consistency of teaching and its impact on pupils' learning throughout the school
- the impact of changes to leadership and management, across all tiers, on driving forwards improvement.

## Information about the school

This is a larger-than-average school. Almost all pupils are of White British heritage. Few pupils speak languages other than English at home. The proportion of pupils known to be eligible for free school meals is below average. A similar proportion to that seen nationally has special educational needs and/or disabilities. Since the last inspection there have been changes in staffing, including a new deputy headteacher.

The school's external accreditations include national Healthy School status, Investors in Pupils, International Schools and Stephen Lawrence awards, Inclusion Chartermark and Activemark.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a satisfactory school which provides a warm and friendly place in which to learn. It has experienced changes in staffing since the last inspection which have had a significant impact on the overall quality of pupils' learning. The headteacher has managed these changes effectively, introducing new arrangements which are beginning to have a positive effect and drive the school forward. Senior leaders and governors share the headteacher's determination to raise standards. However, while overall standards are broadly average and achievement is satisfactory, the rates of progress made by some pupils in writing and mathematics, across Years 3 to 6, are uneven. There is also too much variation in the quality of teaching and learning. Nevertheless, senior leaders and governors ensure that the evaluation of the school's work is largely accurate and a good range of partnerships with external organisations, including local secondary schools, ensures a satisfactory capacity for ongoing improvement.

Pupils are proud of their school and their attendance is above average. This is because they are well cared for, motivated and keen to succeed. Arrangements to ensure the safety of all pupils and staff are particularly good. As a consequence, pupils feel safe in school, show positive regard for each other and have a good understanding of risks and how to deal with them. The vast majority are well behaved and happy in their learning. The good curriculum provides a range of interesting experiences which enhance pupils' all-round personal development. Parents and carers are supportive of the school's work. 'It's a school where every child really does matter', is a typical comment. However, a few are less positive about the impact of changes in staffing on their children's education and the mixed-age classes.

Children get off to a good start and make good progress in the Early Years Foundation Stage, where they are encouraged to cooperate and learn together. Across Years 1 to 6, teaching is satisfactory overall, with some good practice. Nonetheless, techniques to assess daily how well pupils are learning and to shape carefully what they need to do next are inconsistent. This inconsistency hinders the progress made by some pupils in writing and mathematics. While current Year 6 standards are now average and pupils' progress is satisfactory, this is not so in all years. Senior leaders have begun to tackle the inconsistencies in pupils' progress with some success. Nonetheless, subject leaders are not as accountable as they might be for improving the quality of pupils' learning.

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

- Ensure that there is an even rate of at least good progress by all pupils in writing and mathematics across Years 3 to 6 by:

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- checking the progress of all learners more rigorously
- pinpointing underperformance earlier and refining activities to meet the needs of individual pupils better
- increasing the expectations of every teacher for all pupils' outcomes.
- Improve the quality of teaching and learning so that it is at least good across the school by:
  - providing more opportunities for pupils to share ideas with each other and to develop their own thinking
  - improving the quality of information shared with pupils about how well they are doing in lessons and their next steps in learning
  - ensuring that all teachers have sufficiently high expectations and provide activities to stretch all pupils.
- Develop fully the roles and accountabilities of subject leaders so that they make a strong contribution to checking the quality of pupils' learning.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The vast majority of pupils are keen to learn and achieve satisfactorily. When provided with the opportunities, they cooperate effectively in pairs and groups, willingly ask questions and offer ideas. They work productively when they are actively involved in practical and meaningful tasks that capture their imagination and that match their particular needs. For example, in a Year 6 science lesson, they were eager to play the role of 'forensic scientists', using digital microscopes and other modern technology skillfully, to determine the identity of the 'would be' attacker of the school's caretaker. Year 5 pupils were engrossed in working out various statistics about attendances and goal scorers in the football World Cup.

Across Years 1 to 6, all groups of pupils make overall satisfactory progress, although there is some variation between classes, largely due to inconsistencies in the quality of teaching. Improvements in assessing pupils' progress and targeting of specific adult support have been made recently to promote higher outcomes, particularly in mathematics. Teachers' latest assessments and the work seen in lessons and pupils' books indicate that standards in English and mathematics are average overall. Standards in information and communication technology are a strength. Outcomes achieved by girls are much better than previously, largely because of carefully chosen experiences that engage their interest. The more-able pupils, also, achieve satisfactorily now, due to more rigorous procedures for checking on their progress. Pupils with special educational needs and/or disabilities make good progress. They, generally, receive good support from teachers and teaching assistants which enables them to understand and learn well the skills being taught.

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Across the school, pupils are happy learners and are proud to talk about what they accomplish. A very high proportion behave well and attend regularly. Pupils enjoy looking after each other and feel safe. They are very confident they can always find someone to help with a problem. They have a good understanding of how to keep fit, take part enthusiastically in sporting activities, although their lunch choices do not always reflect their knowledge about what constitutes healthy eating. Pupils' good spiritual, moral, social and cultural development is evident in their mature attitudes and influential roles as school councillors. Their cultural and creative awareness, especially their reflections about the lives of people from different backgrounds and ethnicities, is especially well developed through visitors to school from other countries and links with schools abroad.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

The quality of teaching is satisfactory, with some good practice. Teachers create a supportive environment that ensures all pupils feel involved and cared for. Where learning is at its most effective, stimulating opportunities for pupils to talk and work

<sup>1</sup> 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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together develop good understanding. This is because pupils are engrossed in practical tasks that are relevant to everyday experiences. Learning is challenging and well-trained teaching assistants work effectively alongside pupils with specific and additional needs. However, in some lessons teachers talk for too long, provide too much information and do not challenge pupils sufficiently to work things out for themselves. Consequently, pupils' attention wanders and the pace of learning falls. The school has recently improved the quality of marking and assessment. The information gathered about individual pupils is used well by some but not all teachers, to match activities more closely to pupils' needs and share what they need to do next in their learning.

The curriculum is good, with a wide range of visits and visitors into school to extend what is on offer. For example, all children benefit from visits to local museums, the seaside and professional sporting venues, as well as visits by artists and theatre companies. These opportunities are enhanced by specialist teaching in foreign languages and the performing arts by teachers from local secondary schools.

The many out-of-school activities, such as sport, choir and photography, are popular and help to enrich pupils' wider experiences. Many pupils are confident in the use of computers and digital cameras to record and edit images and to make short animated films. The curriculum to promote pupils' social and emotional development is particularly good. However, clear links between all topics for pupils to practise literacy and numeracy skills are not fully embedded.

Arrangements for the care, guidance and support of all pupils are well organised and make a good contribution to the pupils' development. Procedures for promoting good behaviour and regular attendance are very effective. The school intervenes sensitively to provide additional support for children and families when needed. Clearly targeted support has positive outcomes for pupils whose circumstances mean they are most in need.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has high aspirations for all learners and sets a clear direction for the school. She has managed well recent changes in staffing and is refocusing the work of the senior leadership team on improving the quality of pupils' learning, in order to raise achievement and standards. Self-evaluation is largely accurate and there are appropriate procedures in place to monitor the school's work. These procedures include new

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arrangements to assess the progress of all groups of pupils more rigorously, both during and across years, and scheduled meetings with teachers to pinpoint underperformance earlier. Senior leaders make suitable contributions to checking pupils' written work. However, the roles of subject leaders are not sufficiently developed to bring about the levels of consistency required in teaching and learning across the school. Consequently, although staff promote equality of opportunity by tackling any discrimination vigorously, not all pupils make the progress they could.

Procedures to safeguard pupils are good. They include rigorous arrangements for recruiting all staff, providing a secure site, and for assessing and eliminating risks. Support provided by key agencies is of a good quality. Governors and staff receive regular and good quality training, in particular on child protection issues. The school integrates issues about safety into the curriculum well, so that pupils develop a good understanding of how to keep themselves safe. The good links with local schools and outside agencies enhance the quality of learning experiences for all pupils. Links with parents and carers are also good. They are kept well informed about pupils' progress, through meetings, questionnaires, regular newsletters and the school's website.

The governing body carries out its statutory duties satisfactorily and meets the school's needs. Governors are supportive of the headteacher and staff. Nevertheless, their role in challenging the school to ensure that all pupils make the progress they could is less well developed. The strong sense of community within school is extended by charity fund-raising, work to support fair trade, and links with schools in different countries. These opportunities enable the school to draw on the rich and divergent backgrounds of people, nationally and internationally, to promote well an understanding of the importance of community cohesion.

*These are the grades for leadership and management*

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



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## Early Years Foundation Stage

The majority of children enter the Early Years Foundation Stage with skills levels and abilities that are similar to those seen nationally for children of their age. By the time they enter Year 1, children's all-round development is securely in line with national expectations and, for many, above. This demonstrates the increasingly good progress children now make and the higher starting points at the beginning of Year 1 than previously.

Effective links with families, from the onset, help children to make a confident start. Good welfare arrangements and very supportive relationships ensure children feel very safe and secure and settle quickly. The stimulating indoor and outdoor environments ensure that children have a variety of interesting and creative activities which sustain their interest, help to develop their self-esteem and provide pleasure in learning new skills. Across the provision as a whole, children play well, independently of adults, and become active and inquisitive learners. Staff are led well and work effectively as a team. They intervene well to boost children's learning, support their language development and get them thinking for themselves. They are particularly astute in observing, noting and recording children's key developments. Information on children's starting points and outcomes throughout the Nursery and Reception Years are incorporated well in pupils' individual profiles and used rigorously to check progress and plan consistently for worthwhile activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 vast majority of parents and carers are positive about the school's work. They confirm that their children enjoy school, learn the importance of a healthy lifestyle and feel safe. A few express concerns about the effectiveness with which the school tackles misbehaviour and about the detrimental impact on children's learning of changes in staffing and mixed-age classes. Inspectors found very little misbehaviour in school. However, inspectors do recognise that the recent turnover in staffing and inconsistencies in teaching have hindered the progress that some children make.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rothwell Primary 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	61	31	35	3	3	0	0
The school keeps my child safe	56	64	30	34	2	2	0	0
The school informs me about my child's progress	34	39	45	51	8	9	1	1
My child is making enough progress at this school	39	44	42	48	7	8	0	0
The teaching is good at this school	47	53	38	43	1	1	0	0
The school helps me to support my child's learning	41	47	44	50	3	3	0	0
The school helps my child to have a healthy lifestyle	46	52	41	47	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)	46	52	35	40	3	3	2	2
The school meets my child's particular needs	41	47	42	48	5	6	0	0
The school deals effectively with unacceptable behaviour	40	45	39	44	8	9	0	0
The school takes account of my suggestions and concerns	37	42	45	51	6	7	0	0
The school is led and managed effectively	40	45	41	47	7	8	0	0
Overall, I am happy with my child's experience at this school	50	57	33	38	4	5	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



8 July 2010

Dear Pupils

Inspection of Rothwell Primary School, Leeds, LS26 0DJ

Thank you for the friendly welcome you gave the inspectors. We appreciated all the help you gave us. This letter tells you what we found out.

Rothwell is a satisfactory school that enables you to reach average standards. You get off to a good start in the Early Years Foundation Stage where you learn well. There are many other good features. In particular, the inspectors agree with many of you and your parents and carers who told us how kind the adults are and how much you enjoy school. You behave well and get on very well together. Many of you set a good example by keeping active at break and lunchtimes and by eating fruit and vegetables as snacks. We were really impressed by the work of the school council and how well you all share responsibilities, such as organising playground activities. All the adults take good care of you, including those of you who need extra help. These things happen because your headteacher and governors work hard to improve what is happening in school.

One reason for our visit was to see what your school could do better. We have asked your headteacher, governors and teachers to work on the following things:

- to ensure that all pupils make consistent rates of progress in writing and mathematics across Years 3 to 6
- to make sure that all teaching is good by providing challenging activities for all pupils and by checking regularly that all pupils understand what to do to improve
- to ensure that all teachers with responsibilities for individual subjects make a strong contribution to checking the quality of pupils' learning.

You can all help by attending every day, reaching your targets and continuing to support each other. I wish you every success in the future.

Yours sincerely

Dr Andrew Swallow

Lead inspector

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