

# Rowsley C of E Primary School

Woodhouse Road, Rowsley, Matlock, Derbyshire, DE4 2ED

Tel: (01629) 733727

Email: [info@rowsley.derbyshire.sch.uk](mailto:info@rowsley.derbyshire.sch.uk)

Head Teacher: Mrs Alexia Wyer



Monday 23<sup>rd</sup> January 2023

Dear Parents and Carers,

We have now received the Ofsted report from our inspection in November, which is attached for you to read.

The school was inspected in a one-day 'ungraded' inspection. This means that the school is still 'good' and the aim of this report is to highlight any points which we need to work on to retain our 'good' grading when we have our next full inspection.

The process was very thorough and rigorous, and we are pleased that our school ethos shone through. The hard work and dedication of our staff and governors, as well as the good behaviour of our pupils and the supportiveness of parents was also recognised. Particular strengths highlighted in the verbal feedback were Safeguarding and Personal Development. Other areas of strength were the pupils' readiness for secondary school; staff morale; staff and pupil well-being; maths; and pupil behaviour and engagement at playtimes.

The report itself is very short compared to the feedback leaders and governors received, and it highlights some of the positive elements of the provision at Rowsley C of E Primary School:

- Pupils are very happy at the school. All staff promote pupils' character well.
- Pupils co-operate well with each other and relationships with adults are very positive. Pupils said that bullying is rare.
- We are an inclusive school and everyone has a chance to do everything.
- Adults support pupils with special educational needs and/or disabilities very well. Learning is tailored precisely to meet their needs. Excellent relationships between pupils and adults ensure that pupils make progress.

This inspection report also highlights some areas of development for us to work on before the next inspection. Below details how we will be tackling these points:

- We are always keen to improve our teaching of reading and phonics, and are undergoing training to improve our teaching of reading fluency (the ability to read a text easily - accuracy, speed, expression and comprehension). We have additional training booked for staff. We have also invested in a reading fluency assessment which will match our pupils to a reading level to aid teacher judgement. However, we are very proud of our KS2 reading SATs results. We achieved a pass rate of 85% last year for reading compared to the national level of 75%. Our phonics assessments also show that our phonics teaching is having a big impact and our pupils learn well.
- Over the last year and a half, we have been developing our new curriculum and one of our final stages is to ensure that we have rigorous assessments in place to identify any gaps in key

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knowledge, and to ensure that our pupils are remembering their learning. This was identified on our school improvement plan and staff have been working hard to ensure this is in place. At the time of inspection, we did not have assessments embedded throughout the foundation curriculum (i.e. geography, art, music etc). I am pleased to inform you that since the inspection we have worked hard to ensure that the assessment of our foundation curriculum is finalised. If anyone would like more information on this, please do not hesitate to contact me or one of the class teachers.

- Although inspectors commented that the sequence of learning in some subjects is not clear enough, all documentation was in place to show the sequence of learning. However, some subjects were more detailed than others. Inspectors verbally praised the sequence of learning in some subjects. We are therefore ensuring that all documentation is presented in the same way so that progression is clearer across all subjects.

We were very proud at the inspection of all the wonderful comments made by parents about our school. The inspectors were very impressed with the positivity from parents and pupils. We would like to thank you all for your continued support.

On a personal note I would like to thank all of the staff for not just their hard work on the day but for all of the continued efforts, love and dedication shown every day. We will continue to work together and with outside agencies to ensure we provide the best education for your children. As always if you have any questions or queries about the inspection or anything else to do with your child's education please don't hesitate to contact either your child's class teacher or me ([a.wyer@peaktorfederation.co.uk](mailto:a.wyer@peaktorfederation.co.uk)).

Kind regards and thank you again for your support.

Alexia Wyer, the Rowsley Staff Team and Peak Tor Federation Governing Body

# Inspection of a good school: Rowsley CofE (Controlled) Primary School

Woodhouse Road, Rowsley, Matlock, Derbyshire DE4 2ED

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Inspection date:

16 November 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## What is it like to attend this school?

Pupils enjoy school and feel happy and safe. One child said: 'This is an inclusive school. Everyone has a chance to do everything.' Inspectors agree. Leaders know the families well. Parents and carers are highly supportive of the school. One parent wrote, 'It is a truly wonderful school that my child looks forward to attending every day.' This comment was typical of parents' views.

Pupils behave well most of the time. They cooperate well with each other and relationships with adults are very positive. Pupils said that bullying is rare. They said that if they did have concerns, they would tell an adult. Pupils were confident that adults would resolve any problems.

Leaders plan a range of visits to enhance pupils' learning. Pupils have visited Chatsworth House to view artistic sculptures. Pupils enjoy the residential visits to Edale. They participate in outdoor activities, for example orienteering. Pupils take part in services at St Katherine's Church. These opportunities promote pupils' personal and spiritual development well.

The curriculum is not consistently well planned across the school to enable pupils to build their knowledge in some subjects. Leaders recognise that they are not checking whether pupils are remembering key knowledge well enough.

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

Leaders have worked hard to lead the school through some turbulent times. Since the previous inspection, the school had to temporarily move premises following flooding. In addition, there was disruption to learning due to the pandemic as well as staff absence. Parents have praised how leaders and staff have supported pupils through these

challenging times. The school is a harmonious community. All staff know all the children well. Leaders believe that the disruption has slowed the development of the curriculum. This is a priority on the school improvement plan.

Pupils are very happy at the school. All staff promote pupils' character well. Pupils strive to achieve bronze, silver and gold star badges. These recognise personal qualities, such as being a good friend and showing initiative. Pupils participate in a wide range of sporting competitions and festivals. At breaktime, pupils played hockey in a safe and competitive spirit. Behaviour around school is good. However, there are occasions when younger pupils misbehave as they move from one activity to another, and learning time is lost.

Leaders are passionate about reading. They promote a love of reading very well. Pupils enjoy reading. The reading leader has designed reading challenges to deepen pupils' understanding of texts. Pupils enjoy completing these challenges and, as a result, read more. Adults have been trained to teach the school's phonics programme. However, there are occasions when pupils do not engage as well as they should in phonics lessons. This slows their progress. Furthermore, teachers do not consistently check that pupils write their letters correctly, which also slows pupils' progress.

The reading books for younger pupils do not match the sounds they know well enough. Pupils struggle to read accurately and fluently, despite trying hard. Adults do not consistently support pupils to read fluently. Pupils are not routinely asked to re-read sentences more fluently.

Pupils enjoy mathematics. The mathematics curriculum is planned well. The content of lessons is carefully sequenced. This helps pupils build their knowledge and deepen their understanding of mathematical concepts. Teachers check pupils' progress. They ask questions to check pupils have remembered previous learning. Pupils achieve well in mathematics.

The curriculum for some subjects is not planned well enough. Leaders have ambitious aims for pupils to achieve well. However, the planning of the curriculum varies in quality. It is not clear how all pupils will achieve the curriculum goals. Leaders have not checked how learning is planned across all subjects to ensure it will help pupils know more and remember more. As a result, some pupils cannot remember key knowledge that they have been taught. Where learning is planned and taught well, pupils remember key knowledge. In Years 5 and 6, pupils could remember Ordnance Survey map symbols. They used this knowledge successfully to orienteer in the forest.

Pupils complete activities to check what they have learned in some subjects. However, these activities do not consistently check whether pupils have remembered key knowledge. Consequently, leaders are not aware of gaps in pupils' knowledge.

Adults support pupils with special educational needs and/or disabilities very well. Learning is tailored precisely to meet their needs. Excellent relationships between pupils and adults ensure that pupils make progress.

Leaders are proactive in ensuring teachers' workload is manageable. Staff appreciate leaders' actions to promote their well-being. Staff morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Governors monitor safeguarding effectively. They carry out a detailed audit of all matters related to safeguarding. Governors surveyed children about their use of the internet. The findings were presented to parents. Leaders provide guidance to help keep children safe online. Pupils can put any concerns in a 'monster worry box'. Pupils said teachers resolve concerns.

Leaders work closely with a range of services to meet the needs of pupils and families. Leaders take prompt action on any concerns raised. Staff are well trained in safeguarding procedures. The recruitment checks on adults who work in school have been completed.

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

### **(Information for the school and appropriate authority)**

- Leaders have introduced a new phonics scheme, which is being taught consistently through the school. However, there are occasions when pupils are not engaging fully in lessons and therefore not making as much progress as they could. Too many reading books do not match the sounds that pupils know. Therefore, pupils are not developing into fluent readers. Adults should ensure that reading books match the sounds pupils know more closely to support pupils' reading fluency. Furthermore, adults should provide more occasions for pupils to hear how sentences can be read fluently. They should ask pupils to re-read some sentences to help them become more fluent. Finally, correct letter formation should be consistently encouraged to support pupils' writing.
- The checks that teachers make in many subjects do not consistently assess the key knowledge that they want pupils to remember. Therefore, teachers are not identifying potential gaps in pupils' knowledge. Leaders must ensure that checks focus on the key knowledge that they want pupils to learn. Any gaps in pupils' knowledge should be identified and addressed.
- The sequencing of learning in some subjects is not clear enough for all year groups. Leaders have not checked closely whether teachers are sequencing learning well enough to meet the school's curriculum aims. Learning should be well sequenced to help pupils build their knowledge over time.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

## **How can I feed back my views?**

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

## **Further information**

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112820
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10240884
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Adrian Thornhill
<b>Headteacher</b>	Alexia Wyer
<b>Website</b>	<a href="http://www.rowsleyprimary.co.uk">www.rowsleyprimary.co.uk</a>
<b>Dates of previous inspection</b>	28 and 29 June 2017, under section 5 of the Education Act 2005

## Information about this school

- The school has federated with another primary school since the last inspection. The two schools share a governing body and an executive headteacher.
- The executive headteacher was appointed since the last inspection.
- The school uses one alternative provider.
- The governing body manages a breakfast club and an after-school club.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the deputy headteacher and a range of staff. The lead inspector met with five governors. An inspector met with parents at the beginning of the school day. Inspectors reviewed surveys completed by pupils, parents and staff.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects and reviewed curriculum documentation.
- The lead inspector held a telephone call with the school's local authority adviser.
- Inspectors reviewed safeguarding through discussion with leaders, governors, staff and pupils. Inspectors reviewed documentation related to safeguarding.

### **Inspection team**

Martin Finch, lead inspector

Ofsted Inspector

Julian Scholefield

Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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