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Mr Christopher Turner-Rowe  
Rosslyn Park Primary and Nursery School  
Amesbury Circus  
Aspley  
Nottingham  
NG8 6DD

Dear Mr Turner-Rowe

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Rosslyn Park Primary and Nursery School**

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 26 January, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the staff and Chair of Governors for their time and courtesy. I would like to particularly thank the pupils for the enjoyable time I spent talking with them.

Since the school's last inspection, there have been no significant contextual changes.

As a result of the inspection on 5 February 2009 the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement.

The key factor in the judgement of inadequate progress is that over all attainment at the end of Key Stage 2 has been significantly lower than the national average over the last three years. Results of tests for pupils at the end of Year 6 in 2010 in both English and mathematics were at their lowest for five years. This represents inadequate progress for most pupils. In lessons observed jointly with senior leaders, many pupils continue to make inadequate progress and, as a result, do not reach standards appropriate for their age in English or mathematics.

The quality of teaching is variable throughout the school. It is not strong enough, particularly at Key Stage 2, to help pupils overcome previous underachievement and make the progress required to raise their attainment. In the better lessons, expectations are appropriate and questions are used effectively to develop pupils' understanding. Nevertheless, attainment remains too low. Teachers' planning does

not fully take into account differing abilities or any barriers experienced by different groups of pupils. Often, there is too much teacher-talk and few opportunities for pupils to develop independence as well as collaborative and investigative skills. There are insufficient good lessons to tackle the previous underachievement and ensure that all pupils make the most of their time in lessons. However, despite this, pupils generally behave well in lessons and display positive attitudes to learning.

Emerging links across a range of subjects, particularly at Key Stage 1, are beginning to contribute to some more relevant and engaging learning. However, too many lessons lack creativity and excitement and do not engage all groups of pupils. There are too few opportunities for older pupils to investigate and apply their problem-solving skills, particularly in mathematics. Often, too much time is spent revising pupils' knowledge before moving onto applying their skills. Teachers do not regularly plan tasks and activities that appeal to the wide range of needs and interests of all pupils. Insufficient progress has been made in developing pupils' enthusiasm for learning and hence in raising standards.

The weaknesses in pupils' outcomes and in the quality of teaching and learning have not yet been addressed by the school's leaders. The pace of change to address declining standards has been too slow. Although senior staff undertake monitoring activities and regularly track pupils' progress, the information gained is not evaluated or used well enough to ensure the necessary improvements. There is insufficient analysis of the progress made by different groups of pupils, in order to take timely action to improve the quality of provision or to tackle underachievement. The school has accurately identified the priorities for improvement, but its self-evaluation process is inadequate because it lacks rigour and fails to provide an accurate view of performance. This, together with the decline in standards since the last inspection, demonstrates that the school has an inadequate capacity to improve. The governing body, while very supportive of the school, is not rigorous enough in ensuring that senior leaders are sufficiently challenged or held to account.

The school has introduced a range of initiatives to encourage good attendance. A positive start has been made to improving communication with parents and carers through curriculum events, forum sessions and an open-door policy for parents of the youngest children. However, despite these efforts and a more focused response by the school and education welfare service in following up non-attendance, overall attendance remains low.

The inspection has raised very serious concerns. These will be considered by the appropriate Regional Director, Inspection Delivery, who will decide when the school will next be inspected.

The support received from the local authority has not been sufficiently focused to have had an impact on enabling the school to make the improvements that are urgently required.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in February 2009.**

- Increase the amount of good and better teaching to raise standards and to ensure that good progress is the norm across the school.
- Ensure that leaders at all levels make the most effective use of information from the monitoring of teaching and analyses of data to bring about sustained improvements in teaching, standards and achievement.
- Make learning more engaging, exciting and relevant for pupils by developing pupils' literacy, numeracy, problem-solving and enquiry skills across different subjects.
- Explore further avenues to engage parents and carers in playing their part to the full in ensuring their child's good attendance and in supporting their learning.