

John of Rolleston Primary School

Inspection report

Unique reference number	124218
Local authority	Staffordshire
Inspection number	380837
Inspection dates	5–6 March 2012
Lead inspector	Krishan Sharma

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	373
Appropriate authority	The governing body
Chair	Andrew Bailey
Headteacher	Ian Bateman
Date of previous school inspection	22 September 2008
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Age group	4–11
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Introduction

Inspection team

Krishan Sharma

Additional inspector

Alison Lamputt

Additional inspector

Richard Kentish

Additional inspector

The inspection was carried out with two day's notice. The inspectors visited 25 lessons or parts of lessons, taught by 14 teachers. They heard two groups of Year 1 and Year 2 pupils read. Meetings were held with Chair of the Governing Body, senior and middle leaders, and groups of pupils. No response was registered on the on-line questionnaire (Parent View) prior to the inspection. Inspectors observed the school's work, and looked at a wide range of documentation including records for safeguarding children, the school improvement plan, a summary of self-evaluation, pupils' written work and the tracking of their progress. Inspectors analysed 176 questionnaires returned by parents and carers, as well as those completed by pupils and staff.

Information about the school

John of Rolleston is larger than the average-sized primary school. Almost all pupils come from White British backgrounds. Very few pupils come from minority ethnic groups and almost all of this group speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of disabled pupils and those who have special educational needs is below average. The school holds Healthy School status. It has the Activemark award and the Football Association's Charter Standard Mark in recognition of its promotion of sport, and the Artsmark (Silver) award for its commitment to the arts.

The school meets the government's current floor standard for attainment and progress.

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	3
Leadership and management	4

Key findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The overall effectiveness of John of Rolleston School is not satisfactory because its performance has declined since its previous inspection. Insufficient progress has been made in tackling the identified main areas of weakness. Teaching has been inadequate over time and resulted in pupils of average ability and those who are potentially higher attaining making insufficient progress during Key Stage 2. Because of the lack of rigour and accuracy in monitoring pupils’ progress and in the school’s self-evaluation, school leaders and the governing body have a more favourable, but inaccurate, view of the school’s overall performance.
- Children achieve well in the Early Years Foundation Stage. Their attainment by the end of Key Stage 1 is consistently above average. This good start is often not maintained during Key Stage 2 where pupils’ attainment dips to a broadly average level.
- Work is not well matched to the needs of pupils in Key Stage 2 and does not secure the progress they are capable of making. When teaching is good, teachers have high expectations of all groups of pupils and they monitor pupils’ progress in lessons closely.
- Pupils’ behaviour in lessons and around the school contributes to a safe learning environment. They get on well with each other in lessons, although there is occasional lack of engagement with learning.
- Leaders and managers have not secured the necessary improvement in the quality of teaching and achievement. Middle leaders are keen to play their part but their work is not yet strong enough to make an impact on the school’s performance as their skills in monitoring the school’s work are underdeveloped.

The curriculum does not meet the learning needs of different groups of pupils in developing their basic skills.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment in English and mathematics in Key Stage 2 by:
 - identifying pupils who are currently underachieving
 - monitoring their progress in lessons and through their written work more frequently
 - ensuring the assessments used to monitor pupils' progress reflect accurately the rates of progress shown in their written work and in lessons
 - giving more opportunities to groups of pupils who underachieve to extend their basic skills in literacy and numeracy across different subjects.

- Improve the quality of teaching so that no lesson is less than good and the good teaching is further improved to become outstanding by:
 - raising teachers' expectations of middle- and potentially higher-attaining groups of pupils
 - giving precise feedback on pupils' progress during lessons and in their written work by clearly indicating how they should improve further
 - monitoring pupils' response to teachers' marking in their subsequent work.

- Bring rigour to the school's monitoring and evaluation to strengthen its capacity to improve by:
 - focusing on the impact of teaching on pupils' learning and progress during lessons and in their written work
 - sharpening the monitoring and evaluation skills of all leaders and managers, including the way the governing body holds leaders to account
 - using the outcomes of monitoring to secure improvement in teaching and pupils' achievement.

Main report

Achievement of pupils

Children enter the Reception class with skills and knowledge that are broadly in line with those typical for their age. From these starting points, pupils make good progress and their attainment in reading, writing and mathematics is above average by the end of Key Stage 1. This has been a consistent picture for the last three years. From then on pupils make variable progress. In general, pupils' progress falls sharply in Years 3 and 4, before it regains enough momentum for them to reach broadly average levels of attainment by the time they leave the school. This means that from their above average starting points at the end of Key Stage 1, their achievement in Key Stage 2 is inadequate. Those of average ability and those who are potentially higher attaining underachieve. Most parents and carers believe that their children are making good progress at school but the inspection evidence does not corroborate this view of the progress of pupils in Key Stage 2. The school's analysis of its own assessment data reveals that a considerable proportion of pupils

make less than expected progress in reading, writing and mathematics as they move through the key stage.

Pupils' learning and progress in lessons show that their performance in reading is stronger than in writing. The systematic teaching of reading and the emphasis on improving pupils' phonic skills (linking letters and sounds) are having a positive impact. As a result, pupils' attainment in reading is above average by the end of Key Stage 1. Uneven progress in Years 3 and 4 leads to attainment in reading that is broadly average by the end of Key Stage 2. Occasionally, the guided reading sessions observed during the inspection presented insufficient challenge. In one such lesson, pupils were left to complete worksheets which mainly tested their comprehension and were undemanding of competent readers. Examples of writing indicate that pupils are becoming confident writers, but their progress is inconsistent across the school as is their presentation.

There is no difference in the progress of pupils from different ethnic backgrounds. Disabled pupils and those who have special educational needs are making satisfactory progress as a result of the interventions provided for them.

Quality of teaching

Most parents and carers and pupils are satisfied with the quality of teaching. The inspectors did not find evidence to support their views and judged teaching to be inadequate because of underachievement over time in Key Stage 2. Teaching is strongest in the Early Years Foundation Stage and Key Stage 1. It ranges from good to inadequate in Key Stage 2 and overall, too much of the teaching is satisfactory. It is not strong enough to maintain or improve pupils' attainment from their above average level at the start of Key Stage 2. Consequently, the gains in attainment pupils make by the end of Key Stage 1 are not securely built upon. The lack of good or better teaching over time is at the heart of the inconsistent progress and underachievement in Key Stage 2. In good lessons seen during the inspection, teachers demonstrated high expectations through the planned activities, the searching questions they asked and the close monitoring of pupils' progress as the lesson progressed. In such a lesson, Year 6 pupils were asked to apply their skills in calculating perimeters and use this knowledge to work out the number of rolls of wallpaper they would need to decorate a room. The teacher maintained pupils' enthusiasm for learning through subtle interventions. In contrast, in a lesson in lower Key Stage 2, before writing a description pupils had to draw their characters in considerable detail. This delayed the start of the writing task, particularly for those pupils whose prior attainment suggested they were capable writers.

When lessons are no more than satisfactory, the planned activities are not always suitably matched to the needs of all groups, particularly those of average ability and the potentially higher-attaining pupils. This leads to a lack of engagement and results in pupils making slower than expected progress. As lessons progress, teachers provide some feedback to pupils on how well they are doing, but teachers do not always examine sufficiently their mistakes and misconceptions. Similarly, the marking of pupils' written work does not always identify precisely what pupils could do to improve it or check whether they have acted upon the advice given to them previously.

In most lessons, the planned opportunities for pupils to work with others promote their social skills and foster good relations between pupils of all backgrounds. In personal, social and health education and religious education, activities regularly enable pupils to reflect on their own and others' experiences and develop their understanding of different religious and cultural traditions. Teachers use these occasions to make pupils aware of the need to give equal respect to those who are different from themselves. Teaching assistants are deployed productively in most lessons. Appropriate activities are planned for disabled pupils and those who have special educational needs and ensure that they have access to all opportunities across the curriculum.

Behaviour and safety of pupils

Most parents, carers and pupils are positive about behaviour in school. In lessons, pupils mainly work well with each other and are considerate. Pupils ensure that the few pupils from minority ethnic groups, disabled pupils and those who have special educational needs feel included. Rarely was any disruption due to unacceptable behaviour seen during the inspection. However, a small minority of pupils expressed concerns about typical behaviour at school through their questionnaires; these concerns were also repeated in their discussion with inspectors. In general, pupils' behaviour contributes positively to the quality of learning in lessons, although inspectors noted a few instances when pupils' engagement with learning wavered and some restlessness ensued. Prejudiced-based bullying of any type is very rare and is dealt with well when it occurs. Although the school's systems for promoting good behaviour and managing behaviour are good, behaviour is judged satisfactory because of the concerns expressed by pupils and the instances when pupils' learning behaviour did not measure up to the best in the school.

Pupils say that they feel safe at school and their parents and carers agree with this view. The school ensures that those pupils whose circumstances might make them vulnerable are given a secure environment for learning and a fair chance to succeed. Pupils understand how to conduct themselves safely to ensure their own and others' safety. Attendance is above average.

Leadership and management

The current plans for school improvement lack clarity and some of the benchmarks proposed for measuring their successful implementation are insufficiently precise. This means that senior leaders and the governing body do not always fully know the impact of actions taken. The collection of data about pupils' progress is now a regular feature in the school's work but its analysis is not always accurate or clearly focused on groups of pupils whose lack of progress has led them to underachieve.

Monitoring activities are frequent but evaluation lacks rigour. For example, the monitoring of teaching does not focus sufficiently on the evaluation of its impact on pupils' learning in lessons and in their written work. Additionally, the assessment of pupils' progress shown in the monitoring data is not consistent with the lack of progress that shows in many pupils' written work. As a result, senior leaders have an incomplete picture of pupils' achievement. School leaders and managers have not

demonstrated that the outcomes of self-evaluation have enabled them to secure the necessary improvements in pupils' outcomes and teaching since the previous inspection. Consequently, they have not demonstrated the necessary capacity to improve further.

The school's records do not show that the governing body has held the school to account for underachievement in Key Stage 2. However, its members have recently taken steps to strengthen their engagement with the school. They recognise that they should challenge and seek answers from leaders.

The curriculum does not meet the needs of all groups of pupils, particularly in Key Stage 2, and results in their underachievement in basic skills. However, it does offer a broad range of experiences to extend pupils' interests through combined themes that contribute to pupils' spiritual, moral, social and cultural development. For example, visits to various places of worship have extended pupils' understanding of the beliefs of some different communities. Pupils enjoy participating in many of the extra-curricular opportunities offered to them. The planned curriculum promotes creativity and the use of imagination through the arts, such as music, art and drama. Pupils communicate with a child they sponsor in India and learn about that country's customs and traditions.

Arrangements for safeguarding children meet requirements. The school caters well for pupils whose circumstance might make them vulnerable. It does not ensure that all groups of pupils have equal opportunities to achieve as well as others. However, senior leaders and all staff ensure that no pupil or group is discriminated against.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



7 March 2012

Dear Pupils

Inspection of John of Rolleston Primary School, Burton-on-Trent, DE13 9AG

Thank you very much for helping us during the inspection of your school. We found it helpful to look at your work and to talk to you about it. We think your school has a number of things to improve and for this reason we have decided that it needs special measures. This means that it will get help to make the improvements needed and regular visits from inspectors to check on how well it is doing.

Here are some of the positive things we found out about your school.

- Those of you in Reception and Years 1 and 2 make good progress.
- You attend school regularly and most of you behave well.
- Your skills in writing are gradually getting better.
- You enjoy taking part in many of the extra-curricular activities the school offers.

To improve your school further, I have asked those in charge to make sure that:

- you make faster progress in English and mathematics in Years 3 to 6
- teachers give you more demanding work, tell you how you could improve your work and check that you have taken notice of their comments
- school leaders check your learning and progress more carefully when they visit your classrooms or look at your written work.

You also have a role to play in improving your school. For example, it would be most helpful to your teachers if you do not repeat the mistakes your teachers point out to you, when they mark your work.

Yours sincerely

Krishan Sharma
Lead inspector

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