

Rosslyn Park Primary and Nursery School

Inspection report

Unique reference number	134425
Local authority	Nottingham
Inspection number	381683
Inspection dates	2–3 May 2012
Lead inspector	Ruth McFarlane

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	536
Appropriate authority	The governing body
Chair	Alex Norris
Headteacher	Christopher Turner-Rowe
Date of previous school inspection	4 February 2009
School address	Amesbury Circus Aspley Nottingham NG8 6DD
Telephone number	0115 9153266
Fax number	0115 9155753
Email address	admin@rosslyn.nottingham.sch.uk

Age group	3–11
Inspection date(s)	2–3 May 2012
Inspection number	381683



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Ruth McFarlane

Additional Inspector

Ann Behan

Additional Inspector

Keith Shannon

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 28 lessons or part-lessons. Fourteen teachers and four teaching assistants, leading parts of lessons, were seen teaching. The inspectors listened to pupils reading. Meetings were held with the headteacher, teaching staff, the Chair of the Governing Body, parents and carers, and groups of pupils. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and scrutinised governing body minutes, the systems for assessing and monitoring pupils' progress, safeguarding procedures, pupils' work, and teachers' planning and marking. The inspectors took note of the questionnaires completed by 58 parents and carers, and those completed by staff and pupils.

Information about the school

Rosslyn Park is much larger than the average primary school. The proportion of pupils known to be eligible for free school meals is well above the national average. A much higher number of pupils than average start or leave the school after the usual entry points. The percentage of disabled pupils and those with special educational needs is above average, although the percentage of pupils supported at school action plus or with a statement of special education needs is below average. Most pupils are from White British backgrounds but a range of different minority ethnic groups are represented in school. Fewer pupils than average are at an early stage of speaking English. Early Years Foundation Stage provision is in Nursery and Reception classes. The school meets the current floor standards, whereby the government sets the minimum expectations for attainment and progress. The school provides two breakfast clubs on each school day. These are managed by the governing body and were included in the inspection. The school has gained a number of awards including Healthy School status, the International Schools award, and the Gold Standard for extended school provision.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school that has improved significantly since the previous inspection. The nurturing ethos supports and encourages pupils' all-round development. The school is not outstanding because there are inconsistencies in teaching and planning, and in the leadership of learning, that limit pupils' achievement.
- Pupils' achievement has improved in response to good teaching. From exceptionally low starting points, pupils' progress is good throughout the school, including in the Early Years Foundation Stage. Attainment is broadly average by the end of Year 6.
- Teachers display an infectious enthusiasm. They explain what pupils will learn and check their understanding. In some lessons, pace slows because lengthy sessions led by the teacher leave too little time for pupils to work on tasks that match their abilities. The setting of homework is patchy and it is not always effectively marked.
- Pupils' behaviour and safety are good. Pupils thrive in the caring atmosphere. Consequently, they enjoy school and feel safe there. Pupils show considerable respect for each other, and have positive attitudes to learning. Attendance has risen in response to the school's improved engagement with parents and carers.
- Leadership and management are good. The governing body offers rigorous challenge. The headteacher has empowered staff with responsibilities to develop their roles effectively. Staff performance is well-monitored overall, and the outcomes have triggered significant improvements through well-focused staff training, but the effectiveness of the homework system has not been checked. The curriculum is generally well planned and provides pupils with good, enriching spiritual, moral, social and cultural experiences, but planning for the outside area for the Early Years Foundation Stage is not focused on reinforcing children's classroom learning.

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

What does the school need to do to improve further?

- By the summer of 2013, eliminate inconsistencies in teaching to raise a higher proportion of lessons to outstanding and maximise pupils' progress, by ensuring that:
 - there is a brisk pace and variety of tasks in all lessons to promote maximum involvement of the pupils in their learning
 - homework provides improved support for classroom learning, and is marked rigorously so that pupils know clearly how to improve their work.
- Improve the leadership and management of teaching and learning by:
 - implementing and checking the effectiveness of a structured system of homework
 - ensuring that planning in the Early Years Foundation Stage is sufficiently detailed and purposeful to enable children to practise what they learn in teacher-led sessions when in free-choice activities outside.

Main report

Achievement of pupils

Most children enter the Early Years Foundation Stage with skills and abilities that are well below those typically found. Improvement in provision here and in Key Stage 1 has led to rising attainment, and good progress in all year groups ensures that pupils reach broadly average standards by the end of Year 6.

Good relationships and positive attitudes to learning pervade every class. Pupils settle quickly to work and respond well to the good teaching. They enjoy being actively involved in finding things out for themselves and respond positively to challenging activities. Year 1 pupils demonstrated high levels of contribution, co-operation and participation encouraged by skilful, fast-moving teaching, in understanding how to sort shapes into groups. In the few lessons that move more slowly, pupils' progress slows as they wait patiently to be allowed to start activities.

Standards in reading are average by the end of Year 2 and Year 6, where they are rising further. Here, pupils respond well to encouragement to develop good reading strategies. In a typical Year 6 guided reading session, pupils read fluently, discussed story plots and recognised that their understanding is helped by note-making, marking texts and asking questions.

All groups of pupils do well, including disabled pupils and those who have special educational needs, all the minority ethnic groups and those who speak English as an additional language. This is because the school identifies individual needs accurately and provides effective support. As a result, gaps in performance of different groups are closing. Pupils who are known to be eligible for free school meals achieve above

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

their peer group nationally, and there are no significant differences in the performance of any group within the school.

Quality of teaching

Pupils' achievements and their current work reflect consistently good teaching throughout the school. In the Early Years Foundation Stage, engaging activities capture children's imagination, allow them to investigate for themselves and move their learning on quickly. The 'forest' outside learning area, a few minutes' walk from class, provides exciting and enriching additional experiences. The immediate outside learning area is set out with attractive activities for children to choose for themselves, but insufficient opportunities are planned for the children to practise and embed the points learned in the good teacher-led sessions in the classrooms. The strong focus on the teaching of phonics (linking sounds and letters) including staff training, helps pupils throughout the school to make good gains in reading and writing and has improved attainment in each year group. Curricular events such as a 'Reading Olympics' add further interest.

In most lessons, teachers explain clearly to pupils what they will learn and how they will know if they have succeeded. Effective opportunities are included for pupils to learn through practical activities, including research, acting things out, games and investigations. In a Year 6 literacy activity, pupils were thoroughly engaged in diarising the music they had listened to through the week and discussing modern music. A video of a description of modern music by a 'Grumpy Old Man' saw the pupils writing persuasive letters on the topic. In a Year 3 history session on wartime evacuation, group discussions led to dramatisations and the creation of computer presentations. This variety of task reflects the impact of a well-planned curriculum that develops pupils' self-esteem and confidence through constant encouragement to find things out and answer questions. Work on topics such as 'Britain since the Fifties', in Year 6, develops pupils' understanding of social history and how society is organised. The teaching of personal, social and health education provides further good opportunities for pupils to develop spiritual, moral, social and cultural awareness, supporting the school's emphasis on caring and developing pupils' all-round education.

In the few less effective lessons, teachers' planning focuses too heavily on them going over previous work or explaining the lesson. This leaves too little time for pupils to get on with tasks matched to their abilities, and delays the support from teaching assistants to help individuals and groups. However, the needs and learning of disabled pupils and those with special educational needs are otherwise well supported, through individual educational plans and within the classroom, so that they make the same good progress as other groups. The teaching assistants are a highly coordinated group who are well directed. They are instrumental in offering support for small groups of pupils, including the relatively high number joining the school after the usual starting times.

All parents and carers who responded to the questionnaire agreed that their children

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

are taught well, although a very few commented that they are not happy with the homework set. Inspectors confirmed that homework is not set on a formalised, regular basis across the school, to support the learning of the day, and it is not always marked. This denies pupils the opportunity to reinforce work done in class, and prepare for future learning. However, teachers' written marking is used well in pupils' class books, supporting classroom learning well.

Behaviour and safety of pupils

Pupils' good behaviour reflects the school's emphasis on nurturing care; it has a positive impact on learning and underpins their good progress and achievement. Pupils are polite to adults and respectful of each other and their school surroundings. Most parents and carers who responded to the inspection questionnaires agree that there is a good standard of behaviour at the school, although a few, and a few pupils, in their questionnaires, said that behaviour is not always good. Inspectors investigated this thoroughly. Records and observations showed that behaviour is typically good. Discussions with many pupils during lessons, at break times and more formally in group discussions, confirmed this.

Most pupils agree with their parents and carers that they feel safe in school and know that teachers and other adults in school will help with any problems if they arise. Pupils enthuse about the 'Place 2B' that provides a quiet sensory area where they can go for help if they are upset or worried. Pupils are taught about water safety through their swimming programme, and can explain how to keep themselves safe, for instance on the roads and on the internet. Pupils say that bullying in any form is uncommon. Clear policies explain prompt action in response. Pupils learn about various forms of bullying, such as name-calling, prejudice-based bullying or cyber bullying, through the personal and social education programme and through special events such as an annual 'anti-bullying' week. Pupils have responded well to the school's relentless efforts to improve attendance since the previous inspection, and this has shown a sustained improvement to reach a broadly average level.

Leadership and management

The school's leaders and the governing body are making a strong impact on improving pupils' achievement while maintaining an emphasis on pupils' all-round development. Robust analysis ensures a clear understanding of strengths and weaknesses. Monitoring of teaching and learning highlights the right priorities for improvement that have led to successful action to tackle weakness. Well-targeted professional development is identified through thorough staff reviews. As a result, pupils' progress has improved throughout the school. This track record confirms that the school shows a strong capacity for further improvement.

Tracking of pupils' progress is thorough, and the results are used to set staff very challenging targets for achievement. Rigorous checks are made on the quality of most aspects of teaching and learning, but not the effectiveness of homework. The setting and marking of homework are at best spasmodic, and this aspect mars the

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

otherwise good engagement with parents and carers to share what their children are taught. The curriculum offers good breadth and balance. There is a coherent and systematic approach to teaching reading with a balanced emphasis on letters and sounds, comprehension and, as pupils become more proficient, opportunities to analyse character and authors' use of language and plot. The school's emphasis on developing pupils' spiritual, social, moral and cultural awareness has led to its International School Award. This emphasis has also kindled pupils' self-awareness, for instance in the development of lifestyle values drawn from the school's National Healthy School Status. The wide range of extra-curricular activities have led to a Gold Award for extended school provision. Before-school care is well managed and provides worthwhile additional support for those pupils who attend.

Pupils' good progress, whatever their ability or background, is testament to the school's clear commitment to equality of opportunity and effective systems to enable pupils to be successful. The school tackles discrimination firmly. Safeguarding procedures meet the current government requirements. The governing body supports the school well and provides a good level of challenge through comprehensive processes of monitoring and evaluation.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



8 May 2012

Dear Pupils

Inspection of Rosslyn Park Primary and Nursery School, Nottingham, NG8 6DD

Thank you for making the team so welcome when we inspected your school. Thank you, too, to those of you who responded to the questionnaire. We particularly enjoyed talking to you about your school and your work.

Your school has improved and is now good. Well done to all of you for your hard work to achieve that! Importantly, your attendance has improved. Do keep that up because if you do not attend, you miss all the fun. You told us that you like your teachers, your lessons, and the after-school clubs and visits. Your school takes good care of you so that you feel safe. Your teachers often make learning fun, especially when lessons move quickly and cover a range of different activities that make you think hard. You make good progress by the time you leave so that you are now doing as well as most other children of your age. In order to help you do even better, I am asking your teachers to make sure that:

- things speed up in slower lessons so that you are always busy learning, with tasks and activities that make you think hard and are just right for you
- you are given homework that fits with what you are learning in school, and teachers give you good feedback on it, to help you make progress
- the outside activities for the youngest children are planned better to help them to learn.

I have also asked the governing body and headteacher to ensure that all those staff with responsibilities for different subjects work together on checking that the homework system helps you understand the work you are doing in class.

You can help by continuing to do your best. I wish you every success in the future.

Yours sincerely

Ruth McFarlane
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**