

Rowlatts Hill Primary School

Balderstone Close, Off Ambassador Road, Leicester, LE5 4ES

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils achieve well because of good teaching of lessons that include a wide range of interesting practical activities.
- Pupils who join partway through the school year, or in different year groups, make good progress because their needs are assessed very early on so that effective help and guidance can be quickly planned for them.
- Pupils are very keen to learn. They are well behaved, friendly and considerate.
- Teamwork is strong. A wide range of adults and pupils work and learn together to the advantage of all.
- Leaders, including governors, have developed effective systems through which they know the school well, check on developments and are successfully driving improvements.
- Spiritual, moral, social and cultural development is promoted well in this highly diverse school. Pupils learn all about their own cultures and faiths as well as those of others.
- The school is a positive, happy learning environment for parents, staff and pupils.

It is not yet an outstanding school because

- Teaching in a few lessons requires improvement, and not enough teaching is outstanding.
- Occasionally progress slows in lessons when pupils are not clear about what to do next.
- The comments in teachers' marking do not always show pupils clearly how to improve their work.

Information about this inspection

- Inspectors observed 24 lessons and small support groups, taught by all 13 of the school's teachers and six teaching assistants. Ten of these observations were joint visits with the headteacher.
- Discussions were held with pupils, governors, a representative from the local authority, senior and middle managers, as well as parents and carers.
- Inspectors received the views of parents through 12 online responses to the Parent View questionnaire and informal discussions.
- They received the views of staff through 31 responses to the inspection questionnaire and discussions, and the views of pupils through both informal and pre-arranged discussions.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, pupils' work, leaders' reports on lesson observations, the school's development plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.

Inspection team

Jo Curd, Lead inspector

Additional Inspector

Rosemary Barnfield

Additional Inspector

John Mallone

Additional Inspector

Full report

Information about this school

- Rowlatts Hill Primary School is bigger than most other primary schools, and is situated on an estate in inner-city Leicester.
- At almost 80%, the proportion of pupils from minority ethnic groups is much higher than in most other schools. These pupils come from a very wide range of ethnic backgrounds.
- Over half the pupils speak English as an additional language. This proportion is much higher than in most other schools. About a third of the pupils are at early stages of understanding and speaking English. Pupils speak 25 different first languages.
- The proportion of pupils who join or leave partway through their primary school education is much higher than average. Many of these pupils are very recent arrivals from other countries.
- A high proportion of pupils are supported by the pupil premium, which provides extra funding for certain groups of pupils, including pupils known to be eligible for free school meals
- The proportion of disabled pupils and those who have special educational needs supported through school action is much higher than the national average. Most of these pupils have language and communication or moderate learning difficulties. The proportion supported through school action plus or with a statement of special educational needs is also higher the national average. A few of these pupils have significant behavioural difficulties.
- The school uses the alternative provision of pupil referral units in other locations to support a very few pupils who have particularly challenging behaviour.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher contributes to other schools through being a governor of the adjacent Children's Centre and an active part of the local schools' forums. She started at the school six years ago, when it was not providing an adequate education for its pupils.

What does the school need to do to improve further?

- Improve teaching and progress, by making sure that:
 - pupils always know exactly what to do next in lessons
 - marking clearly shows pupils what they need to do to improve their work
 - the best practice in teaching is spread throughout the school.

Inspection judgements

The achievement of pupils is good

- Most pupils start at the school, either in Early Years Foundation Stage or in later classes, with knowledge, skills and experience much lower than expected for their age. A very high proportion of the pupils who speak English as a first or an additional language have low levels of comprehension and verbal skills. Many also have underdeveloped personal and social skills, particularly in terms of confidence and independence.
- Those who start in the Early Years Foundation Stage make good progress because teaching is good. There is a good balance between adult-led activities and those that children choose for themselves. There are plenty of resources to support all areas of learning, both in the classroom and outdoors.
- Pupils who join the school later progress well. Their individual needs are assessed within two days of arriving, and they are welcomed by the other pupils and supported well by staff.
- All groups progress well through Key Stages 1 and 2. Attainment is rising throughout the school, especially in the Early Years Foundation Stage and Key Stage 1, and is increasingly close to national averages because of better teaching in all year groups. In the 2012 national tests on the sounds of letters, Year 1 pupils scored higher than the national average.
- Pupils supported by the pupil premium are achieving as well as or better than other pupils because staff know how well all the pupils are progressing and provide additional support where it is needed. School assessments show that the gap between the attainment of pupils known to be eligible for free school meals and other groups is narrowing.
- All pupils make good progress in English, particularly in writing, speaking and listening, because language skills are a key focus of lessons throughout the school. For example, in the Early Years Foundation Stage children learned and used specific vocabulary as they explored materials representing snow such as icing sugar, salt, cotton wool and shaving foam. Older pupils learned to use terms accurately and precisely as they excitedly learned about mummification in history.
- All groups of pupils achieve well in mathematics. The way the subject is planned and taught has been reviewed, and is now good.
- Disabled pupils and those who have special educational needs progress well because they are happy, included in all activities, and supported well in class and when taught in small groups away from lessons. These pupils are positive about school and learning. Their parents are also pleased with their progress and the support of all staff.
- The few pupils who are attending alternative provision achieve well because staff in the different settings liaise closely to ensure that their individual needs are met effectively.

The quality of teaching is good

- A growing proportion of teaching is good or outstanding. The teaching observed was typically good or better, and only a small amount still requires improvement.
- Teachers use their good subject knowledge to question pupils and extend their learning. For example, the teacher in a Key Stage 2 mathematics lesson used her good subject knowledge to

provide quick-fire, well-focused activities that interested all the pupils. Her searching questions made pupils think hard and helped them all to achieve exceedingly well.

- Phonics (the sounds letters make) is taught well. Children in the Nursery class were captivated by imaginative activities in which they used their eyes, ears and bodies to learn the different sounds represented by letters of the alphabet. Older pupils benefit from a carefully planned approach which ensures they know all the sounds well.
- Teachers' marking is generally up to date. Their comments praise pupils' efforts and achievements, which encourages and motivates them. Marking does not always clearly show pupils how they can extend their learning or how they could do even better next time.
- Reading, writing, mathematics and information and communication technology skills are promoted consistently well in lessons. For example, children in the Nursery class developed familiarity and confidence in reading different logos of shops and produce, children in the Reception classes developed reading skills as they followed a recipe for ice lollies, and older pupils used computers to research a project in history.
- Teachers regularly check pupils' knowledge and understanding. They use the accurate results to make sure support for individual pupils is effective, including any known to be eligible for pupil premium funding, and to adjust work within lessons so that it is not too hard or too easy.
- Staff make sure that the wide range of activities in lessons, clubs and special events are relevant to pupils' individual needs. This helps pupils' good achievement, preparation for later life and spiritual, moral, social and cultural development.
- Parents are increasingly aware of, and involved in, their children's learning. A high proportion, especially in the Early Years and Key Stage 1, stay and work with their children for the first 15 minutes of each day. This helps pupils and parents and provides very good opportunities for staff and parents to talk together and develop strong partnerships for learning.
- Where teaching is not good or better, this is typically because pupils are not always guided clearly on how to develop their learning or what to do next, so the pace of their learning slows. For example, in a Key Stage 1 mathematics lesson some pupils were not sure what to do next when the teacher left them to talk to another group, and marked time while waiting for her to return. In a Reception class language lesson, children used the correct letters to create words but did not always form them correctly because they were not guided to do so.

The behaviour and safety of pupils are good

- Pupils are confident, friendly and well-behaved. They hold doors open for visitors and greet them confidently and politely.
- They wear badges awarded for walking to school, achievements in class and taking various responsibilities, with pride. One younger girl eagerly told an inspector that she 'had seven different badges on her school jumper'.
- Pupils are keen to learn and quickly do as they are asked. Their positive attitudes to learning contribute well to the good pace of lessons. They focus well on learning and try hard, even when they are unsure about what to do next.
- Pupils feel safe. They have a good understanding of the various forms bullying can take,

including physical, cyber and verbal bullying. They understand and respect others, including those whose behaviour is sometimes challenging, and know what to do and who to tell if any difficult situations arise. All the parents who responded through questionnaires or spoke to inspectors during the inspection were positive that their children were safe at the school.

- Pupils who find it difficult to behave consistently well are supported well. The school works effectively with parents and specialists, including pupil referral units, whenever this is necessary. One parent particularly appreciated how well the school was helping her child's behaviour, keeping her involved and informed throughout.
- Pupils' ideas and views are used in school development. For example, school council representatives have met with lunchtime staff to suggest ways to improve break times and activities they do outside.
- Pupils are well prepared for later life because they eagerly participate in a wide range of experiences and activities. These include taking part in a 'dragon's den' design competition at a local university, celebrating a wide range of festivals, raising considerable amounts of money for charity and meeting a wide range of people through visits and special events.
- Attendance is broadly in line with the national average. Persistent absence has been reduced and attendance raised, because pupils are keen to come to school and leaders do not authorise holidays during term time.

The leadership and management are good

- The school has been driven forward extremely well by the headteacher, who has successfully involved a range of other staff in taking on leadership responsibilities. Senior teachers, school business managers and subject leaders are all involved in checking what the school does, carefully thinking about this and rapidly planning improvements.
- Very detailed and thorough checks on teaching, effective training and the use of videos and coaching for staff have all helped improve the quality of teaching. Inadequate teaching has been eradicated across the school, although teachers have not had enough opportunities to watch each other's lessons and share best practice to ensure that teaching is good or better in all lessons.
- Pupil premium funding is used well to train staff and employ extra staff. The number, skills and effective use of teaching assistants have all risen considerably. This ensures that all pupils are taught and achieve well and learn in a safe environment.
- Teamwork is strong and morale is high. All responses from staff, in discussions and the inspection questionnaire, were positive and most were highly pleased about all aspects of how the school is run.
- Leaders and teachers make thorough and frequent checks on how well all pupils are making progress. They use the resulting information carefully to make sure help and guidance are quickly provided wherever they are needed, so that all pupils have an equal chance to succeed without discrimination.
- Partnerships with other organisations and professionals successfully extend pupils' experiences, and help pupils, staff and families to develop their skills and understanding.

■ The school has made good use of local authority support to guide, train and equip leaders, including governors, teachers and assistants to conduct their roles well. For example, senior and middle leaders improved the focus and accuracy of their views on teaching through joint lesson observations with a local authority officer.

■ **The governance of the school:**

– Governance is effective. The governors know the school, including the quality of teaching, well. This is because they have an effective level of understanding about school data. They are fully involved in checking strengths and weaknesses and planning for improvement. They manage financial resources well, making sure that pupil premium funding has the desired impact on the progress made by eligible pupils, and that staff pay rises are linked appropriately to pupils' achievement. Their leadership in the school is organised highly effectively. Each governor is linked with a subject leader. They meet regularly to look at the effectiveness of each subject and its impact on pupils' achievement, and agree an effective way forward. This information is then given to the other governors, to give them a detailed picture and an overview of the whole school's performance. They are 'ambitious' for all pupils and have 'high expectations' for them all. The governors ensure that safeguarding practices meet national requirements and follow good practice.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120054
Local authority	Leicester
Inspection number	401899

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	327
Appropriate authority	The governing body
Chair	Rev Clare King
Headteacher	Jay Virk
Date of previous school inspection	5 October 2009
Telephone number	0116 276 8812
Fax number	0116 276 4346
Email address	office@rowlattshill.leicester.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 2013

