

John of Rolleston Primary School

Chapel Lane, Rolleston-on-Dove, Burton-on-Trent, DE13 9AG

Inspection dates 20–21 March 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching and learning are not consistently good. Work is not always challenging and is not always properly matched to pupils' capabilities. Not all teachers and teaching assistants regularly assess learning during lessons and intervene effectively to ensure that pupils make good gains in learning and achieve lesson objectives.
- Achievement is inconsistent. Pupils do not make consistently good progress, particularly in English and mathematics, in lessons or over time.
- The tracking of pupils' progress in subjects other than English and mathematics requires further improvement. Spelling and handwriting policies are not always implemented in a consistent way and this hinders pupils' progress in writing.
- Pupils' writing skills, particularly their spelling, handwriting, grammar, punctuation and sentence construction are not yet good enough in Years 3 to 5. The involvement of able readers, parents and others to further improve individuals' reading skills is insufficiently developed.
- Planning for activities that children choose for themselves in Reception, does not always identify what the children should be learning. Some of the learning activities offered lack sufficient challenge and the sources used are not always of good quality.

The school has the following strengths

- The school has improved well since March 2012. Senior leaders and governors have made good progress in improving standards and behaviour, and in accelerating pupils' progress in all years by successfully improving the quality of teaching, marking and the leadership of subjects, particularly of English and mathematics.
- Pupils enjoy school, behave well and have very positive attitudes to learning. They feel safe and secure and are free from harassment.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is promoted effectively.

Information about this inspection

- In March 2012, the school was judged to require special measures because it was failing to provide its pupils with an acceptable standard of education. The lead inspector undertook monitoring inspections in July and December 2012, sometimes with additional inspectors, to judge the progress made by the school in each of the areas identified for improvement. During the visits, inspectors observed 17 lessons, some jointly with the headteacher. During this March 2013 monitoring inspection, a further four lessons were observed of which two were joint observations with the headteacher. All teachers have been observed teaching at least once, and most twice or three times, over the past 12 months. Over the same period, work has been scrutinised in all classes and years, particularly in English and mathematics, but in other subjects too.
- In the past 12 months, numerous meetings and discussions have been held with the headteacher and senior leaders, staff including those who have responsibilities for subjects or specific areas of the school, the Chair of the Governing Body, representatives from the local authority and Burton Co-operative Trust and with pupils and some parents and carers. The lead inspector heard pupils read in Years 2 and 6 during this March 2013 inspection.
- Inspectors have observed the school's work and looked at a wide range of documentation, including the school's action plan and the progress made in achieving objectives, the local authority statement of action, data about pupils' performance, monitoring and evaluation of teaching and learning, performance management records, governing body minutes and safeguarding records.
- This monitoring inspection did not formally seek the views of parents and carers via the online parent questionnaire (Parent View). Neither were the views of staff sought using an Ofsted questionnaire. Nevertheless, the school's most recent analysis of parents' views was taken into account when making judgements, alongside informal discussions with individual parents and carers. The views of staff were routinely sought during discussions with them.

Inspection team

David Rzeznik, Lead inspector

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school is larger than average and has a stable school population. It does not use alternative provision to educate pupils.
- The vast majority of pupils are White British.
- The proportion of pupils supported through school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils supported through the pupil premium is low. This is additional government funding for pupils who are known to be eligible for free school meals, those who are looked after by the local authority, and those with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching and learning so that it is consistently good or better by ensuring that:
 - work is always challenging and is properly matched to all pupils' capabilities
 - all teachers and teaching assistants regularly assess pupils' learning in lessons and intervene effectively to ensure that pupils make consistently good gains in learning and achieve the lesson objectives set.
- Raise standards and accelerate pupils' progress, particularly in English, mathematics and the Reception Year, by:
 - improving pupils' spelling, handwriting, grammar, punctuation and sentence construction, particularly in Years 3 to 5
 - improving pupils' mental calculation skills and the range of strategies used to solve mental problems within set timescales in all years
 - improving planning for the activities children choose for themselves in Reception and ensure that expectations for children's learning are high, all activities are suitably challenging and resources are of good quality
 - providing a wider range of reading strategies, including using able readers to support less-able readers, and by ensuring more parents and carers support reading at home, to accelerate individual pupils' reading progress in all years.
- Strengthen leadership and management by:
 - further improving the tracking of pupils' progress in subjects other than English and mathematics
 - ensuring that spelling and handwriting policies are implemented in a consistent way to further raise standards in English.

Inspection judgements

The achievement of pupils requires improvement

- Achievement has improved significantly in the past 12 months, but it remains variable. The proportion of pupils making good progress has increased term by term, but pupils are not making consistently good progress in lessons or over time, particularly in English and mathematics. For a very small number of pupils, progress is too slow in these subjects.
- The progress made by disabled pupils and those who have special educational needs is inconsistent. The support and guidance provided is effective in improving pupils' personal, social and emotional development and individual's behaviour. However, there are times in lessons when support is not targeted effectively enough and work is not always properly matched to individual pupils' specific needs.
- The youngest children are making at least the progress that they should in Reception from starting points that are broadly typical for their age. This is a similar rate of progress to the last academic year, when children made adequate progress during the Reception Year. Currently, the youngest children's listening, speaking, reading and writing skills are developing at a good rate. This is because communication and literacy skills are being taught effectively.
- Reading and writing skills are developing well in Reception and Years 1, 2 and 6. This is because the teaching of letters and sounds, and sentence construction, are effective in these year groups. Weaknesses in spelling, punctuation, handwriting, grammar and sentence construction are holding back pupils' attainment, achievement and success in other years. Pupils' mental calculation skills are insufficiently developed. Pupils do not have a wide enough range of strategies to solve problems mentally and many lack confidence when calculating mentally.
- Year 6 attainment improved significantly in July 2012 to above average, having been average in 2011. The progress of the oldest pupils accelerated quickly in their final year in school because they were taught well. In 2012, a much greater proportion of Year 6 pupils achieved the nationally expected and higher National Curriculum levels for their age, with the result that pupils were last year more than two terms ahead of the national average in English and close to a year ahead in mathematics. Data shows that current Year 6 pupils are also on track to reach above-average standards in July 2013. Their progress over time is good in English and mathematics given their starting point in Year 3.
- Year 2 attainment was average in 2012 and data shows that Year 2 attainment will be similar at the end of this academic year. Pupils in Years 1 and 2 are making at least the progress that they should in English and mathematics. Currently, pupils' writing skills in both years are developing well because good attention is paid to ensuring that pupils' write in sentences, using the correct punctuation, and form their letters properly. Work to improve pupils' creative writing is paying dividends in all years. A particular strength is the good use of descriptive language when writing in a range of different styles.
- The number of pupils in receipt of pupil premium funding is low; therefore, results should be treated with caution, as they are subject to fluctuation. In 2012, the attainment of the small number of pupils known to be eligible for free school meals in Year 6 was in line with similar pupils nationally but was about two terms behind those pupils who are not eligible for free school meals nationally. Nevertheless, their progress in Year 6 was good in reading, writing and mathematics. The attainment of the very small number of pupils known to be eligible for free school meals currently in Year 6 is better and their attainment is similar to all pupils nationally. They are making good progress in reading and mathematics and at least adequate progress in

writing. Individuals are on track to reach the expected National Curriculum Level 4 in these subjects.

The quality of teaching requires improvement

- Teaching has significantly improved but there is still not enough good or outstanding teaching. Some teaching does not secure better than adequate progress in lessons and over time.
- Adult-led teaching in Reception is generally effective, particularly the teaching of reading and writing skills. Consequently, children are making good gains in their learning in both subjects. Planning for child-initiated learning is not sharp enough because it does not always make sufficiently explicit what learning outcomes will be achieved. Some child-initiated activities lack challenge and some of the resources used to promote child-initiated learning are not of good quality. Outdoor learning is adequate; however, creative and imaginative learning are not promoted often enough.
- Effective teaching is characterised by high expectations, and challenging and interesting work that motivates pupils to achieve well. The pace of learning is good and time flies by. Teachers monitor pupils' progress in lessons and use the information well to adapt their teaching so that learning moves on at a good rate. In the less effective lessons, these strengths are not always evident. For example, while lesson planning has improved, work is not always suitably matched to pupils' abilities or specific needs. Staff do not always assess what pupils can and cannot do closely enough in order to quickly provide extra help to those who need it.
- Marking is good. It is developmental and pupils know what they do well and what must be improved. Presentation of work is much improved; however, too many Key Stage 2 pupils are not writing in a cursive style and their spelling, punctuation and grammatical errors hinder success. Teachers are aware that pupils lack confidence when calculating mentally. They know that pupils get nervous when given tight deadlines to complete mental calculations and often resort to written rather than mental strategies to solve problems.
- Work scrutiny reveals that pupils' writing skills in Years 2 and 6 are being developed effectively in subjects other than English. Guided reading is regular in all years and provision is accelerating pupils' progress in reading. However, not enough use is made of able readers and parents and carers to support independent reading at home and in school.
- The teaching of disabled pupils and those who have special educational needs is not always good. There are times when the support given enables pupils to achieve well, both academically and in their personal development. However, there are occasions when too much is done for learners or activities are overly structured and this restrict pupils' independence and their ability to think or learn for themselves.
- The universal strengths in teaching lie in the very good relationships between adults and pupils and between the pupils themselves. This means that there is a very positive climate for learning. Behaviour management is good and learning is rarely disrupted.

The behaviour and safety of pupils are good

- Pupils typically behave well in lessons and around the school. Pupils are friendly and welcoming and show respect to adults and to each other. They are well mannered and are open and honest when answering questions. Pupils' attitudes to learning are good and they are keen to succeed.

- Pupils say that they are happy and enjoy school life, as demonstrated by their above-average attendance and good punctuality. They feel safe and secure, and report that they are well cared for and are free from intimidation.
- Pupils say that bullying is rare and that any anti-social behaviour is dealt with quickly and effectively. Pupils are aware of the different forms of bullying, including cyber-bullying and prejudice-based harassment. They know what to do if it occurs.
- There have been two fixed-term exclusions since September 2012 and no permanent exclusions since March 2012.

The leadership and management are good

- The headteacher and senior leaders have done a good job to improve the quality of education. They have worked closely with governors to move the school in the right direction. Leaders and governors have 'raised their game' considerably and the higher expectations and greater ambition have ensured that the school has made good progress since being placed in special measures. The school has good capacity to improve further.
- The action plan produced following the March 2012 inspection was an appropriate one, as it clearly identified the most important areas for improvement and the necessary actions and resources needed to improve school outcomes. There has been rigorous implementation of the well-focused action plan, which has resulted in self-evaluation being more fair and accurate.
- The leadership of teaching has been effective in eliminating inadequate teaching and ensuring that all teaching is at least adequate, with an increasing proportion that is good. Standards have risen, particularly in Year 6, and pupils' progress has accelerated in all other years. Behaviour has improved and so has the quality of leadership and management, resulting in improved teaching, learning and behaviour outcomes. Leaders know that spelling and handwriting procedures are not implemented consistently in all years.
- The tracking of pupils' progress in English and mathematics is effective. The tracking of pupils' progress in other subjects is not as well developed.
- English and mathematics subject leaders have been well supported by local authority consultants and a leader from the Burton Co-operative Trust. These subject leaders say that they have been empowered, and have been given the required time and necessary support and guidance to quickly drive improvement.
- The curriculum promotes pupils' personal development, including good behaviour, effectively. The school fosters good relationships and discriminatory practices are not accepted. Equal opportunities are suitably promoted. While the school's performance is improving, and attainment gaps are narrowing between the school's performance and that seen nationally, leaders recognise that pupils' progress remains inconsistent.
- Communication with parents, carers and others is much improved. The recently formed Parent Focus group is improving communication between the school, parents and carers and the wider community. The Chair of the Governing Body has been pro-active in seeking parent and carers' views and keeping them better informed about school developments and feeding back on any concerns that they might have.
- The support provided by the local authority and the Burton Co-operative Trust has been effective

in improving the quality of education and the quality of leadership. Regular termly inspections by the local authority have correctly pinpointed the strengths and key areas for further development. External checks of the standards achieved have ensured that teachers' attainment judgements are accurate. Training has improved marking procedures and has strengthened governors' ability to hold the school to account.

■ **The governance of the school:**

- Governors are effective in holding senior leaders to account for the school's performance. They are no longer reliant on information supplied by the headteacher and others. They monitor the school's work directly and produce suitable reports on what they have observed, identifying what is working well and what must be improved. A strategic core group committee has effectively evaluated the progress made in rectifying the areas for further development identified 12 months ago.
- Governors are playing a central role in shaping the strategic direction of the school. The governing body knows how well pupils are performing compared to all schools nationally. It agrees the use of pupil premium funding and is monitoring its impact on pupils' attainment and progress effectively.
- The Chair of the Governing Body provides a good balance of support and challenge to the headteacher to secure further improvements. Governors know what is done to reward good teachers and to tackle any underperformance. They ensure that school finances are managed well and that statutory responsibilities are met. Recruitment, staff-vetting procedures and arrangements to safeguard pupils all meet government requirements.

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	124218
Local authority	Staffordshire
Inspection number	410433

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Andrew Bailey
Headteacher	Ian Bateman
Date of previous school inspection	5 March 2012
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