

Rolls Crescent Primary School

Rolls Crescent, Hulme, Manchester, M15 5FT

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

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

- Too few pupils make good progress and achieve as well as they could in English and mathematics.
- Teachers do not always provide work that is matched to pupils' individual levels so some find tasks too easy and others too hard.
- Pupils are given learning targets to help them reach the next level, but they do not always understand these and they are not used or referred to during lessons.
- Work is not marked in a way that helps pupils to improve it.
- A small number of pupils display challenging behaviour but incidents are managed well by the school. Some pupils become unsettled and lose concentration when lessons do not grasp their full attention and interest.
- Leaders do not have high enough expectations and targets set for pupils are not challenging enough to raise achievement.
- Not all leaders regularly check the quality of teaching or how well pupils are doing each term in each subject.
- Governors are not provided with enough information to gain an overview of the progress that different groups of pupils are making or information about teachers' pay increases based on their performance.

The school has the following strengths

- Children get off to a good start in Nursery and Reception classes. They make good progress because teaching is good and occasionally outstanding.
- Attainment in reading has improved as a result of the successful way it is taught.
- Pupils eligible for free school meals achieve as well as other pupils, or better on occasion, as additional funding is used effectively.
- Pupils enjoy coming to school and feel safe. This is shown by their improving attendance.
- Parents have very positive views of the school and are confident that their children are happy and well cared for.
- The school environment is bright and welcoming. Displays around the school help celebrate pupils' work and the range of subjects they learn about.
- Leaders have created a happy and harmonious school where everyone is valued. Pupils have a good understanding and appreciation of the different cultures within their own school.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 20 lessons, six of which were jointly observed with members of the leadership team.
- Discussions were held with pupils, senior leaders, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of parents' views through previous survey information collected by the school and spoke informally to parents as they brought their children to school.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports of lesson observations, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Stephen Helm

Additional Inspector

Jean O'Neill

Additional Inspector

Full report

Information about this school

- Rolls Crescent Primary is larger than most other primary schools.
- Most pupils come from a wide range of minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well above average.
- Almost two thirds of pupils are known to be supported by the pupil premium which is well above average. The pupil premium provides additional funding for children in local authority care, pupils from families in the armed forces and those known to be eligible for free school meals. At Rolls Crescent, these groups include children in local authority care and those who are 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 above average. The proportion of pupils supported at school action plus or through a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides before- and after-school care for pupils.
- There have been a number of changes since the previous inspection. The school became a two-form entry primary school in 2007 and moved into a new building. There are now 419 pupils on roll compared to 219 at the time of the last inspection. In January 2012, the headteacher reduced her working commitments to three days per week and one of the school's deputy headteachers is acting headteacher for the additional two days.
- In 2012, the school achieved an Artsmark award (silver standard) and a Cultural Diversity award (gold standard).

What does the school need to do to improve further?

- Improve the quality of teaching in order to increase the rate at which pupils make progress, especially in English and mathematics, in Key Stage 1 and Key Stage 2 by:
 - setting work at the right level for pupils of different abilities
 - making sure pupils understand and use their writing and mathematics targets during lessons
 - ensuring teachers tell pupils how to improve their work through marking and feedback comments
 - checking during the lesson to make sure pupils are on-task and not becoming unsettled and losing concentration.
- Improve the leadership and management of the school by ensuring all leaders:
 - raise expectations and set challenging targets for all pupils to reach
 - carry out regular and rigorous checks on the quality of teaching to ensure pupils are making at least good progress
 - provide information to governors through regular reports so that they can assess how well different groups of pupils are doing and how pay increases to staff are linked to outcomes.

Inspection judgements

The achievement of pupils

requires improvement

- Most pupils make the progress expected of them but too few make faster progress in English and mathematics so that they reach even higher levels. Children get off to a good start in the Early Years' Foundation Stage but this is not sufficiently built upon throughout Key Stage 1 and Key Stage 2.
- Standards at the end of Key Stage 1 have been below average for the last three years. Between Reception class and Year 2, pupils make steady rather than good progress. Teacher assessments for 2013 show that this will be repeated for the current Year 2. However, there has been some improvement in reading and writing and results are higher than last year.
- While standards at the end of Key Stage 2 are broadly average over time, the progress made by pupils between Year 2 and Year 6 requires improvement. This is because pupils' previous attainment, including those in the current Year 6, was broadly average when they were in Year 2. Progress is therefore not rapid enough. This is the case for almost all groups within the school, including those who speak English as an additional language, and those from minority ethnic backgrounds.
- Children join the school either in Nursery or Reception classes. Almost all enter with knowledge and skills which are much lower than those of a similar age. Due to good teaching, children make good progress. By the time they enter Year 1, their levels are still below average, but the gaps have begun to close compared to other children nationally.
- Pupils who are supported by the pupil premium make at least similar progress to their classmates, but on occasion, better progress. This is due to the effective use of the funding received. Additional support is provided in literacy and numeracy to make sure they keep up with others in the school. Last year, pupils left the school four terms behind fellow pupils in English and two terms behind in mathematics. As time is progressing, the gaps in attainment are closing.
- The progress of disabled pupils and those who have special educational needs is similar to that made by other pupils. This is due to the valuable support they receive from teaching and support staff both inside and outside lessons.
- Reading is taught well across the school and as a result, achievement in reading is improving. Young children gain a secure knowledge of letters and sounds in order to break down tricky words. This was confirmed in the Year 1 reading check in 2012 when pupils' skills were slightly above those in other schools. Older pupils read widely and for pleasure. They can express preferences for their favourite authors and read lengthy and complex books.

The quality of teaching

requires improvement

- Pupils make steady, but not rapid progress across the school because teaching is not consistently good. It is good in some lessons but requires improvement in others. Where it requires improvement, teachers do not always set work at the right level and some pupils find tasks too easy, while others find them too hard. When this happens, some pupils lose interest, become unsettled and complete very little work and teachers do not always check as well as they might do that they remain on-task. This slows their progress down.
- Teachers provide learning targets for pupils in writing and mathematics but pupils do not always understand what they have to do to meet these. Teachers do not refer to them or remind pupils to use them during lessons.
- The teaching of early reading is well organised and pupils read daily in all year groups. This is the main reason for the raised attainment in most year groups.
- Where teaching is outstanding, teachers plan activities which are sharply matched to pupils' abilities and build on their prior learning. Skilled questioning is also used to extend pupils' thinking and clear explanations are given so that pupils know precisely what to do and are able

to get on with their work. This was seen in a Year 5 support mathematics lesson. Rapid progress was made by all pupils and they all met their individual learning targets. Pupils were engrossed in their work and showed very high levels of concentration.

- Teaching assistants provide valuable additional support, especially for pupils who have special educational needs or those who are eligible for the pupil premium. Small group or individual help is provided both inside and outside lessons. This ensures that pupils make similar progress to others in their class.
- The teaching in Nursery and Reception classes is consistently good. Children gain confidence and develop their early skills through the excellent help and guidance they receive from all staff. Adults model good behaviour and work together as a team. A wide range of activities are provided both indoors and outdoors which build on children's interests and knowledge.
- The quality of teachers' marking varies considerably between classes and across subjects. In the best marking seen, teachers provide clear guidance about what pupils have done well and what they need to improve. Where it is not helpful, work is merely ticked or not marked at all.

The behaviour and safety of pupils

requires improvement

- A very small minority of pupils present challenging behaviour. All adults manage incidents extremely effectively and help maintain the calm, inclusive environment that the school has created. On occasion, pupils' attitudes to learning are not always positive and they do not try as hard as they could in lessons. This is often linked to whether the work they have to do is set at the correct level.
- Most pupils are polite, courteous and helpful. They readily take on additional duties and show care and consideration for each other. Parents who expressed views felt that behaviour in school was good and any incidents, when reported, were quickly resolved.
- Pupils say that they feel safe in and around school. They know what dangers exist outside school and have a good knowledge of how to keep themselves safe from these.
- Pupils have a good awareness of different forms of bullying, including cyber, physical and verbal. Those spoken to reported that occasionally name-calling takes place but this is always dealt with effectively by teachers.
- School records are well maintained and any incidents of racism or bullying are investigated thoroughly and actions taken as needed. Systems are in place to promote good behaviour and pupils particularly like the treats they receive for gaining the most points or reward cards.
- Pupils' spiritual, moral, social and cultural development is very strongly promoted. High levels of respect and tolerance are shown towards others from different backgrounds and cultures. As one pupil said, 'the best thing about our school is that we get on with everyone and are lucky to have so many different nationalities here'. Diversity Week was also being celebrated during the inspection and opportunities were seized to invite parents in to talk about their own countries and cultures, for example, with a parent from Ghana talking to children in the nursery.
- Breakfast club provides a good start to the day for many pupils. It also provides them with an opportunity to socialise and mix with pupils of different ages.
- Attendance is average and has improved over time due to actions taken by leaders.

The leadership and management

requires improvement

- Since the previous inspection, the school has almost doubled in size. While the leadership team has been extended, checks on the quality of teaching and the effect on the progress made by different groups of pupils have lacked rigour. Not all leaders are involved in carrying out these checks and therefore do not always know where additional support is needed to accelerate pupils' progress more rapidly.
- Leaders' expectations are not high enough and steady rates of progress have been too readily accepted. The setting of pupils' targets lacks sufficient challenge and as a result, pupils make

only the expected progress.

- Leaders have provided training to improve the quality of teaching and this has led to improvements being made. Additionally, the schools' focus on reading and writing has led to attainment in English at the end of Key Stage 2 improving. Attendance rates have also increased due to actions taken.
- Clear systems for the performance management of staff are in place. Annual targets are set for each member of staff and are based on whole-school priorities. Records examined show that these targets are met and pay increases awarded as a result.
- Pupils use and develop their literacy and numeracy skills in topics that they study. Learning is also extended through a wide range of after-school clubs and memorable visits and visitors which help promote pupils' academic and personal development.
- The similar progress made by all groups demonstrates that school leaders make sure that all pupils have equal opportunities to succeed and there is no discrimination.
- The local authority has provided light-touch support in recent years but accepts and recognises that achievement is not high enough. It is expected that support will be provided to help leaders address any areas for improvement.
- **The governance of the school:**
 - Some governors visit classrooms and watch lessons with leaders in the school. They have a good overview of the performance management of the headteacher and set targets linked to school improvement. Their knowledge of staff performance management is less secure and they do not check that teacher pay increases are only awarded when teachers demonstrate that pupils make good progress. Governors have some awareness of how the pupil premium is used but are not sufficiently clear about the effectiveness of this funding. This is because senior leaders do not provide them with the information on how well all groups of pupils are doing. Governors attend training so that they have up-to-date knowledge and carry out their statutory duties effectively, for example, in relation to safeguarding and finance.

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	131953
Local authority	Manchester
Inspection number	411952

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	419
Appropriate authority	The governing body
Chair	George Morton
Headteacher	Wendy Zaidi
Date of previous school inspection	13 November 2006
Telephone number	0161 234 1090
Fax number	0161 232 0382
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