

Rosslyn Park Primary and Nursery School

Amesbury Circus, Aspley, Nottingham, NG8 6DD

Inspection dates 25–26 February 2014

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

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Achievement has fallen since the previous inspection. Pupils' progress is too slow, especially in reading and mathematics, and standards are below average.
- The gap in achievement between those eligible for the pupil premium and other pupils is not closing quickly enough.
- Children do not make enough progress in the Nursery and Reception classes. Poor use is made of the outdoor area.
- Behaviour and safety are inadequate in the Reception classes, particularly when children are playing outside.
- Too much teaching is inadequate. Pupils are sometimes set work that is either too easy or too difficult for them. The quality of teaching varies greatly across the school.
- Some pupils said that they are concerned about bullying and do not always feel safe in the playground.
- Leaders and managers are not fully aware of the school's weaknesses. Plans for improvement are not focused on the most important priorities.
- Teaching and learning are not well managed. Checks carried out by leaders do not focus closely enough on the quality of pupils' learning.
- Leaders do not use information on pupils' progress to help them understand how well different groups are achieving so that weaknesses can be tackled.
- The governing body has not challenged school leaders rigorously, especially concerning the fall in standards since the previous inspection.
- Safeguarding requirements are not met because some staff with responsibility for safeguarding have not had recent training.

The school has the following strengths

- There are pockets of good teaching in the school. Pupils respond well to this.
- The support provided for the school's most vulnerable pupils has improved their attendance.

Information about this inspection

- Inspectors observed teaching and learning in 26 lessons. Two of these observations were carried out jointly with the headteacher. In addition, inspectors made a series of shorter visits to lessons and small-group sessions led by support staff.
- Meetings were held with staff, pupils and four members of the governing body. A telephone conversation was held with a representative from the local authority.
- Inspectors scrutinised a range of documentation including national published assessment data and the school's own data, improvement plans, safeguarding policies, behaviour policies and records, and documents relating to teachers' performance management.
- There were insufficient responses to the Ofsted online Parent View survey to provide evidence on parents' and carers' opinions, but inspectors spoke informally to parents collecting their children from school.

Inspection team

Julie Price Grimshaw, Lead inspector	Additional Inspector
Gerard Batty	Additional Inspector
Simon Camby	Additional Inspector

Full report

In accordance with 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 in the school.

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is above average. The proportion who speak English as an additional language is below average.
- Almost three quarters of the school's population is eligible for the pupil premium, which is additional support for pupils known to be eligible for free school meals, those in local authority care and those with a parent in the armed services. This figure is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils joining and leaving the school at other than the usual times is well above average.
- The school meets the government's current floor standards, which set the minimum levels for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make rapid progress by ensuring that:
 - work is set at the right level of difficulty for pupils
 - staff check on pupils' learning during lessons, especially in mathematics, so that they can be moved on or given extra support if needed
 - best use is made of the available time so that pupils learn throughout lessons
 - high-quality feedback is given to pupils so that they know how to improve their work
 - teachers have secure subject knowledge and set a good example to pupils, especially in literacy.
- Raise achievement in reading by:
 - making sure that pupils are given plenty of opportunities to practise their reading skills across different subjects and to read frequently to adults
 - focusing on the development of pupils' understanding of text as well as their ability to read unfamiliar words
 - providing attractive areas within school where pupils are encouraged to choose books and develop enthusiasm for reading.
- Improve teaching, achievement, behaviour and safety in the Early Years Foundation Stage by:
 - providing an attractive, clean, tidy and stimulating learning environment, both inside and

outdoors

- making sure that all staff are aware of how they can promote and support children’s learning, especially in literacy and numeracy, through practical activities
- revising arrangements for children’s access to the outdoor area so that they learn how to behave well and stay safe.

■ Improve pupils’ behaviour and safety by making sure that:

- activities in lessons are interesting and engaging so that pupils maintain concentration and develop consistently good attitudes to learning
- systems for dealing with bullying are more effective so that pupils feel safe.

■ Raise the quality of leadership and management, including governance by:

- developing rigorous systems for checking the quality of the school’s work so that the most urgent priorities are identified and tackled quickly
- making sure that checks on the quality of teaching focus closely on pupils’ learning and progress
- making sure that all leaders are confident in using information on pupils’ progress so that they understand how well different groups are achieving
- arranging training for all designated senior persons with responsibility for safeguarding so that the school meets statutory requirements
- making sure that the governing body holds leaders to account, particularly in relation to pupils’ achievement and the quality of teaching.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

An external review of the school’s use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Following the previous inspection, achievement declined in reading and mathematics and, in 2012, the school did not meet the government's floor standards. Although there was some improvement in reading and mathematics in 2013, standards at the end of Year 6 remained well below average and standards in writing dropped from the previous year.
- Children join the Nursery with skills that are generally below, or well below, those typical for their age. They make inadequate progress in the Early Years Foundation Stage, particularly in literacy and numeracy, because the quality of teaching is often weak and the environment does not support learning well. In 2013, only a small proportion of children in the Reception class reached a good level of development.
- Pupils' attainment in the national screening check for phonics (letters and the sounds they represent) was well below average in 2013. Some steps have been taken to tackle this issue and a small number of pupils are now responding well to the support they are given. However, current standards in reading are still too low and, even though some pupils are getting better at reading unfamiliar words, they do not always understand the text they are reading. Overall, standards in reading, writing and mathematics at the end of Year 2 have been declining since 2011.
- Pupils do not have enough opportunity to improve their reading skills and develop a love of books. Some pupils complained that the school had lost its library due to lack of space. In addition, there are few attractive reading areas where pupils are encouraged to choose their own books and widen their experience of reading. Pupils do not read to adults often enough and this slows their progress in reading.
- By the end of Year 6, standards in reading, mathematics, spelling, punctuation and grammar are well below average. In 2013, the proportion of pupils making and exceeding expected progress during Key Stage 2 in reading and mathematics was below national figures. The school's own information on pupils' achievement for the current year suggests that there are, as yet, no signs of improvement with progress in mathematics being particularly weak.
- The most-able pupils do not achieve as well as they should because they are not given work that stretches and challenges them.
- There is much inconsistency in pupils' progress across the school and also between different classes within the same year group. Some pupils for whom English is an additional language make steady progress with their language development because they receive good support but, overall, the progress of different groups, including pupils from minority ethnic backgrounds, is inadequate.
- Pupils who join the school partway through their primary education are helped to settle. Their progress is similar to that of their classmates.
- The achievement of disabled pupils and those who have special educational needs also varies greatly. The school has not yet developed systems for tracking the progress of these pupils so that they can be supported as well as they should be.

- Those eligible for the pupil premium do not achieve as well as their peers. In 2013, these pupils were approximately one year behind their peers in reading and mathematics, and a term behind in writing. This gap in achievement is not closing quickly enough.

The quality of teaching

is inadequate

- There is a great deal of inconsistency in the quality of teaching and too much is inadequate. Pupils are often given work that is either too easy for them or much too difficult and confusing. Consequently, the progress they make over time is too slow.
- Staff do not check pupils' understanding during lessons, especially in mathematics. As a result, pupils' errors are not always picked up early enough, while others complete work quickly and are not moved on to more challenging and difficult tasks. This limits pupils' progress during such lessons.
- On occasion, time is wasted in lessons. For example, when pupils are required to copy from the board, some do this very slowly and do not move on to more important tasks quickly enough. This leads to variation in the quality and quantity of work completed by pupils, with some completing little work in lessons.
- In the Early Years Foundation Stage, teaching is inadequate because not all staff are skilled in guiding children's learning, especially in literacy and numeracy. There is little good-quality teaching and learning in the outdoor area, partly because children's access to this area is limited and staff have to supervise poor behaviour rather than support learning. Some resources do not support learning well; for example, outdoor wall displays had some numbers and letters missing.
- Some of the indoor areas used by the Reception classes do not provide a good learning environment. For instance, when one group went outside, the classroom was left in a very untidy and unpleasant state, with pencils, papers, toys and dirt littering the floor. Classrooms elsewhere in the school are much more pleasant and inviting, with some featuring attractive displays of pupils' work.
- At times, there are weaknesses in teachers' subject knowledge and they do not set a good example for pupils, especially in literacy. For instance, some wall displays and whiteboard materials prepared by staff include spelling mistakes.
- The quality of marking and feedback varies across the school and within year groups. All teachers mark pupils' work regularly, but some feedback is brief and pupils do not act on the advice given, with some continuing to make the same errors. There are, however, examples of some high-quality feedback, where staff give detailed guidance and make sure that pupils take this advice on board. Where this good practice is established, pupils' progress is more rapid.
- Where teaching is good, pupils' learning is checked frequently throughout the lesson so that pupils can be supported or moved on to new tasks as appropriate. Questioning is used well to extend pupils' understanding and they are encouraged to find out things for themselves. In these lessons, pupils make good progress.

The behaviour and safety of pupils are inadequate

- The behaviour of pupils is inadequate. A significant minority of children in the Early Years Foundation Stage show poor behaviour at times, particularly when they are playing outside. Children in the Reception class are allowed limited access to the outdoor area, with the whole year group going outside at the same time. As a result, some are over-boisterous and unruly. For example, during the inspection, some children were observed arguing over wheeled toys or throwing and kicking large blocks towards one another.
- The majority of pupils are well-mannered and polite. They say that they enjoy coming to school and most have positive attitudes to learning. Where teaching is not good, however, pupils easily become distracted and lose concentration, especially when they are expected to sit on the carpet for long periods of time, or when activities do not interest them.
- The school's work to keep pupils safe and secure is inadequate. Few of the designated staff with responsibility for safeguarding have undergone recent training.
- During outdoor sessions for the Reception children, disorderly behaviour means that staff have to act in a supervisory role rather than promoting learning. However, even this level of supervision is not enough to make sure that children are safe at all times.
- Pupils elsewhere in the school have a good awareness of how to stay safe, especially when using the internet. They are adamant that there is no racism or prejudice-based harassment in the school. Nevertheless, pupils said that there are instances of persistent name-calling and physical bullying at playtimes and lunchtimes. All pupils know who they should approach if they are concerned about bullying and they say that staff take action to deal with this. However, pupils say that this does not always stop the bullying and a few said that they did not feel safe in the playground.
- The school has focused attention on providing care and support for pupils whose circumstances might make them particularly vulnerable. Skilled staff offer much help and support to these pupils and their families, helping pupils to settle into school life and enjoy their learning. The impact of this support has been in improved attendance, including for those pupils with a prior history of absence. Attendance is now broadly average.

The leadership and management are inadequate

- Senior leaders, managers and governors have not been successful in halting the decline in pupils' achievement and the quality of teaching since the previous inspection.
- Senior leaders do not have an accurate awareness of the school's strengths and weaknesses. Checks on the quality of the school's work are not thorough enough. Consequently, improvement planning is weak as plans do not focus on the school's most urgent priorities. There is insufficient capacity for sustained improvement.
- Leaders observe lessons but they do not focus enough on how teaching makes an impact on pupils' learning and progress. Training has been provided for staff, both in school and through partnership work with local schools, but there has been limited success in improving the overall quality of teaching and eliminating inconsistencies.

- The school may not appoint newly qualified teachers.
- Leadership and management of the Early Years Foundation Stage are inadequate. Leaders have not taken action to tackle weaknesses in this area of the school's work.
- The school has recently introduced a new system for managing staff performance. It is too early to see the impact of this on the quality of teaching, but leaders and staff are aware that this process is to be used to determine pay progression.
- The leadership of subjects is inadequate, as is the management of provision for disabled pupils and those who have special educational needs. Leaders are not confident in using data on pupils' performance to help them track the progress of different groups. As a result, action to tackle underachievement is not always swift enough. Although the school is committed to promoting equality of opportunity, there is too much variation in the achievement of different groups, including those eligible for the pupil premium.
- The school offers a good variety of subjects and activities for pupils and there are adequate opportunities for spiritual, moral, social and cultural development. The primary sports funding is used to increase opportunities for pupils to participate in a range of sporting activities. However, there is not enough emphasis on developing pupils' literacy skills, particularly reading, across a range of subjects.
- The local authority has provided some support for the school; for example, through staff training. This has not had a notable impact on the quality of the school's work.
- **The governance of the school:**
 - The governing body has not provided enough challenge to school leaders and has not held them to account for the decline in standards since the previous inspection. Governors know that achievement has fallen over the past few years but not all are fully aware of how the school's performance compares to that of other schools.
 - Governors oversee arrangements for staff appraisal and understand the importance of linking performance with pay, but they are reliant on school leaders for information about the overall quality of teaching and so are not fully aware of the weaknesses that exist. As with senior leaders, governors do not have a detailed understanding of the strengths and weaknesses of the school and are therefore not able to make accurate judgements on the quality of the school's work.
 - Governors know how the pupil premium is spent and contribute to decisions on this. However, they are not fully aware of how this spending makes an impact on the achievement of eligible pupils.
 - The governing body has not ensured that the school meets statutory requirements for the safeguarding of pupils. In particular, it has not ensured that designated staff have undertaken up-to-date training.

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	134425
Local authority	Nottingham
Inspection number	440646

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	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	596
Appropriate authority	The governing body
Chair	Alex Norris
Headteacher	Christopher Turner-Rowe
Date of previous school inspection	2 May 2012
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