

John of Rolleston Primary School

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

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- Pupils make good progress in reading, writing and mathematics and leave school with standards that are above average.
- The teaching of letters and sounds in Year 1 is outstanding.
- Teachers have high expectations of what pupils can achieve and set them tasks that make them think and work hard.
- Pupils enjoy coming to school; their attendance is very high and improving year-on-year.
- Pupils behave well in lessons and at break times. They are polite and considerate of others.
- Pupils respond maturely and enthusiastically to the many opportunities which the school provides for them to take responsibility.
- The school continues to improve rapidly. Teaching and the subsequent progress made by pupils have improved significantly since the last inspection as a result of good leadership and management.
- The school has an effective team of subject co-ordinators who are playing an increasing part in driving the school forward.
- The strong governing body provide good support and challenge to the school's senior leaders. Governors have high aspirations for the school and ensure that all staff work towards meeting them.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Teachers do not always give pupils the time to respond to their written comments or do corrections, so pupils continue to make the same errors.
- Not all disabled pupils and those who have special educational needs receive the support they need to make good progress, especially in mathematics.
- The school's leaders do not seek parents' views sufficiently or keep them up-to-date. This is leading to some discontent.

Information about this inspection

- Inspectors observed 25 lessons, including three jointly observed with senior staff. In addition, the inspectors listened to pupils reading and analysed the work in their books.
- Meetings were held with staff, pupils, members of the governing body and a representative of the local authority.
- Inspectors took account of the 98 responses to the online questionnaire, Parent View. Inspectors spoke to parents informally during the inspection to gather their views and also considered the views that some parents expressed in letters.
- Inspectors observed the school's work including arrangements for keeping pupils safe. They looked at a number of documents including: the schools own information on pupils' progress; the school's evaluation of its performance; records relating to attendance; and documents relating to safeguarding.

Inspection team

David Driscoll, Lead inspector	Additional Inspector
Anne-Marie McNally	Additional Inspector
Lesley Else	Additional Inspector
Michael Onyon	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. Very few pupils are supported through school action plus or have a statement of special educational needs.
- Few pupils are supported through the pupil premium. This is additional funding for pupils who are looked after by the local authority or known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school was found to require special measures in 2012. It made good progress and was removed from special measures in March 2013.

What does the school need to do to improve further?

- Ensure that all teachers give pupils the time to do corrections and respond to teachers' written comments on pupils' work.
- Ensure all disabled pupils and those who have special educational needs make good progress by:
 - providing teachers and teaching assistants with training and guidance on how best to help such pupils learn, especially in mathematics
 - taking steps to ensure the local authority assesses pupils within a reasonable time frame.
- Improve the school's partnership with parents by:
 - formally seeking parents' views more frequently
 - taking steps to address any concerns they raise
 - keeping them up-to-date with developments at the school
 - ensuring parents of pupils who are disabled or who have special educational needs are well informed about what support is being provided.

Inspection judgements

The achievement of pupils is good

- Children join the school with knowledge and skills that are typical for their age. They are now making good progress in Reception and are on course to start Year 1 with above average standards.
- Children settle quickly into the routines of the Reception class and are soon working and playing happily with one another. They make rapid gains in learning their letters and sounds, which are successfully built on in Year 1.
- The results of the phonics (learning letters and the sounds that they make) screening check for pupil currently in Year 1 are exceptionally high. Almost all pupils passed, with a very high proportion gaining top marks. This represents outstanding progress from their average starting points and is a vast improvement on the below average results in 2013.
- The variations in progress between classes noted at the previous inspection are no longer evident. All classes are making at least good progress, and the rate of progress is improving each year. The very large majority of parents responding to Parent View agree that their children are making good progress.
- Standards at the end of Year 6 have been maintained at an above average level. This represents good progress as these pupils had underachieved when they were in Years 3 and 4. Standards are now rising across the school as more pupils make good progress. Pupils are well-equipped for secondary school with the necessary skills in reading, writing, mathematics and computing.
- Pupils are quick to get down to work in lessons and pay good attention to teachers. They particularly enjoy solving problems. In a Year 6 mathematics lesson, for example, pupils were given the task of working out a five digit number from a list of clues, such as 'it is a multiple of 7'. They worked diligently and with total concentration to reach a solution.
- The most-able pupils make good progress and reach standards that are well-above average. They work hard on difficult tasks, often cooperating very well to reach a solution. In Year 6, for example, pupils solved challenging problems involving coordinates in four quadrants. They showed an excellent understanding of the need to be completely accurate and took great care over their work.
- Too few pupils are eligible for support through the pupil premium to allow comparison with national data. However, such pupils make at least as much progress as others in school and reach similar standards of attainment.
- While most disabled pupils and those who have special educational needs make good progress, there is some variation between classes and subjects. Some pupils struggle to keep up or maintain their concentration. The progress of these pupils in mathematics is not as good as it is in reading and writing.

The quality of teaching is good

- Pupils in all Years are taught well and make good gains in their knowledge skills and understanding in a wide range of subjects. The great majority of parents who responded to Parent View consider that teaching is good.

- The weaknesses in teaching in Reception identified in the previous inspection have been converted into strengths. Children are now given far more opportunities to develop their skills and understanding through activities that they find stimulating and enjoyable. Teachers plan these carefully so that they continually build on what children already know, understand and can do. Each child has their own target card for activities so they know exactly what they are aiming for.
- Similar improvements have been made in the teaching of reading in Years 1 and 2, which is now taught by well-qualified and trained staff. They are quick to correct errors in pronunciation and ensure pupils' reading of letters is entirely accurate. Pupils make rapid progress in learning to read because teachers use well-chosen books and work closely with parents to support reading at home.
- Pupils receive a great deal of encouragement to read aloud in all years. This boosts their confidence and helps them to speak loudly and clearly.
- Pupils' progress is good in writing because teachers use imaginative ideas to spark their interest. Pupils in Year 1, for example, were keen to write about how the little pig could avoid being eaten by the wolf when studying problems and resolutions.
- The most-able pupils make good progress because they are given particularly challenging tasks. In Year 5, for example, pupils had to demonstrate the depth of their understanding of a text, not just by explaining what happening and how the characters were feeling, but also by working out when the story was set from the clues available.
- Throughout the school, lessons continue at a good pace, with many teachers giving pupils tight time schedules within which to complete their work. Assessments and questions in lessons are used well to set tasks that address weaknesses in understanding, so pupils are secure in their knowledge before they move on.
- Not all teachers and teaching assistants provide the same good quality support as others for disabled pupils or those who have special educational needs. They do not always check pupils often enough to identify when they have got stuck or are becoming frustrated. This is particularly true in mathematics, where the guidance provided for staff is not as detailed as that in reading and writing.
- Marking is frequent, accurate and up to date. However, teachers do not allow pupils enough time to act on their comments or correct their errors. For example, instructions to correct spellings, punctuation and grammar are not always followed. This leads to pupils continuing to make the same mistakes, such as using capital letters in the middle of a sentence.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They work hard in lessons and try their best to produce good quality work. Pupils are fully prepared for lessons and move quickly and quietly between tables when necessary.
- Pupils follow their teachers' instructions quickly and need only gentle reminders to stay on task.
- Pupils are friendly, welcoming and get on with one another very well. They take their roles as health and safety monitors and peer mediators very seriously and carry out their duties in a

quiet and mature manner.

- Attendance is in the top 20% of schools nationally and has improved every year for the last three years. Punctuality to school is very good, but pupils in Years 3 to 6 are sometimes slow to return to their classrooms after break.
- While younger pupils behave well in lessons, their behaviour in large groups, such as assembly, is not consistently as good. They do not always pay attention and there are not enough staff in assemblies to keep an eye on the pupils and make sure that they are reminded to behave well.
- The school's work to keep pupils safe and secure is good. Checks on the suitability of adults to work with children are comprehensive. Almost all parents who responded to Parent View considered that their children were safe at school.
- Pupils have a good understanding of how to keep themselves safe, especially when using the internet or dealing with strangers. They are well-informed about cyber bullying and how to avoid it.
- Pupils say that bullying of any sort is very rare, and this is supported by the school's records. The peer mediators are quick to report any incidents which they feel may escalate into something more serious if left unchecked. All pupils say that they have great confidence that staff will deal with any issues that arise quickly and effectively.
- There are relatively few incidents of poor behaviour. However, four pupils have been temporarily excluded in the last year for being aggressive towards other pupils.

The leadership and management are good

- The good leadership and management evident at the previous inspection have been maintained and so the school has continued to improve. Pupils are making better progress as the quality of teaching has improved. Standards are rising and areas of weakness, such as the teaching of phonics and provision in Reception, are now strengths of the school.
- The headteacher cares deeply about the welfare of the pupils. He is very well supported by a team of senior staff and subject coordinators who are demonstrating good leadership skills. The decision to provide them with more time to carry out their management roles is paying dividends. They are providing an accurate and detailed picture of the quality of teaching across the school so that areas for improvement can be quickly and effectively addressed. The significant inconsistencies in teaching noted at the previous inspection have been eliminated.
- The above is particularly true in Reception, where the manager now analyses information from assessments in good detail to get a clear understanding of where individuals can make even better progress.
- Across the school, pupils' progress is tracked and analysed in detail so that individuals who are falling behind are quickly identified and provided with the help they need to catch up. Where there is a wider issue, the school's senior leaders draw up comprehensive plans for improvement that are well targeted on the areas of highest priority. Actions taken to address issues are invariably successful.
- The extra funding made available for supporting sport has been used appropriately to purchase new resources and train staff. This has allowed pupils to reach higher standards in sport than

they did previously.

- The school provides a wide range of subjects and topics that engage the pupils well. There is a strong emphasis on developing good moral values and the importance of 'aiming high' in all that they do. This successfully promotes good attitudes to learning. The school day is generally well-organised and pupils in Years 3 to 6 start work as soon as they get to their classrooms in the morning. Time is wasted, however, in Years 1 and 2 when 10 minutes is allowed between the start of school and the start of the first lesson.
- A few parents do not feel that leadership and management is good. Those spoken to consistently praised the newly appointed deputy headteacher, but felt that there were still problems with communication, often regarding pupils with special educational needs.
- The school's leaders, including governors, are not doing enough to elicit parents' views so are not sufficiently aware of any concerns. Several concerns raised related to not being told what progress was being made with their children's special educational needs. This was often because the school had applied for external assessments which had not been forthcoming, but the parents had not been kept up-to-date.
- Inspectors agree that the school is not consistently keeping parents of pupils with special educational needs informed about what they are actually doing to support their children.
- The local authority has provided good support in helping the school to improve. They have understandably withdrawn this support as the school has made such good progress, although they continue to monitor its performance. However, there are often delays in assessing pupils with special educational needs despite repeated requests from the school.
- **The governance of the school:**
 - Governors provide strong leadership and have a significant impact on driving the school forward. They set high standards for all staff and have an exceptional understanding of how the setting of targets can be used to ensure that staff achieve these high standards. Governors have ensured that only those teachers whose pupils have made the best progress have received pay increases. More teachers are now meeting their demanding targets as the quality of teaching improves.
 - Governors are very active in school, which allows them to gain a very clear understanding of the strengths and areas for improvement in teaching.
 - Governors have a good understanding of assessment data and use it to good effect to question the headteacher as to why a particular aspect is weaker and what is being done about it. Finances are well under control and all statutory requirements, including those for safeguarding, are met.

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	442518

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Andrew Bailey
Headteacher	Ian Bateman
Date of previous school inspection	20 March 2013
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