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Christopher Turner-Rowe
Headteacher
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Amesbury Circus
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Nottingham
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Dear Mr Turner-Rowe

Special measures monitoring inspection of Rosslyn Park Primary and Nursery School

Following my visit with Graham Gossage, Additional Inspector, to your school on 4–5 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help your staff gave during the inspection and for the time they made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in February 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence, I am of the opinion that, at this time:

The school is making reasonable progress towards the removal of special measures.

The local authority's statement of action is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of

State, the Chair of the Governing Body and the Director of Children's Services for Nottingham City.

Yours sincerely

Clive Moss

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2014

- 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 the 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.

Report on the second monitoring inspection on 4-5 November 2014

Evidence

Inspectors observed the school's work, breaks and lunchtimes, scrutinised documents, and met with the deputy headteacher and other members of the senior leadership team, subject coordinators, a member of staff from the Early Years Foundation Stage, members of the teaching staff, including the reading recovery team, the Chair of the Governing Body and a representative of the local authority. An inspector held a discussion by telephone with the challenge and support adviser who has provided support to the school. Discussions were held formally and informally with pupils. An inspector listened to a group of pupils reading.

Context

The school is scheduled to close and become an academy on 1 January 2015.

Achievement of pupils at the school

The latest provisional, nationally produced data for the school show some signs of improvement in the achievement of pupils in 2013/14, but the picture is very mixed overall and some aspects of the pupils' achievement have declined.

There was a good level of improvement in the pupils' scores in phonics (the sounds that letters make). The accuracy with which the pupils read is improving, particularly in the case of those who receive additional support in this subject. When reading to an inspector, the pupils were able to apply the skills they had learned and it was evident that they were becoming increasingly confident in their reading. At the end of Key Stage 1 in 2014, however, the pupils' scores in reading declined.

In contrast, a greater proportion of the pupils reached the expected level in reading at the end of Key Stage 2. That was the result of a small increase in the proportion of pupils that made at least the amount of progress expected of them between Key Stage 1 and Key Stage 2. The improvements were not enough, however, to prevent the school from falling further behind the national averages.

There was an improvement in the proportion of pupils reaching the expected level in mathematics by the end of Key Stage 1, but the proportion doing so by the end of Key Stage 2 declined. As a result, the school fell further behind the national average in this subject also.

The quality of teaching

The teachers are planning more carefully now to provide work at different levels of difficulty for different groups of pupils. The pupils expressed interest in their lessons,

which was often the result of the attractive topics and well-chosen resources being used by the teachers. However, the work set does not yet provide enough challenge for the pupils and many told the inspectors that they were finding the work in the lessons easy.

The teachers are making more effective use of time within lessons than previously. Activities are structured and sequenced thoughtfully, in order to guide the pupils through the work. In the best examples of teaching seen during this inspection, the teachers varied the way the different activities were used and this helped to keep the pupils' attention. Occasionally, some pupils, particularly lower attainers, did not have enough time to complete the work they were given. As a result, they did not make as much progress as they might have.

The teachers do not routinely and systematically check the progress the pupils are making during lessons. They use a variety of potentially helpful techniques to find out how well the pupils are learning, but they do not make enough use of what they discover to adapt or change the lesson when necessary. They are not picking up quickly enough when the pupils have learned what is being taught and then moving on to something more challenging. At other times, they do not spot that there is something that pupils cannot do and which is preventing them from getting on with the work. Again, this means the pupils do not make as much progress in the lessons as they could.

Teachers are now marking pupils' work more systematically and more frequently. A new approach to marking is being implemented conscientiously and marking is being done more consistently, as a result. The new approach provides the pupils with more comments on what they have done well and how they can improve. It includes opportunities for the pupils to make improvements to their work. The pupils find the new approach more helpful, but are not yet absorbing the guidance they are given and then putting it into practice.

The quality of the teachers' comments in the marking varies. There are examples of errors in the teachers' marking, including in the correction of pupils' misspellings. Comments do not always relate precisely to the learning that was intended. Similarly, the pupils are given much general encouragement in lessons, but not enough specific guidance.

The inspector saw examples of teachers making good use of technical language that was appropriate for the different subjects being taught. This language was then used accurately by the pupils.

The school has improved its stock of books significantly and ensured that all classrooms have attractive areas in which the pupils can read. Along with a variety of displays and materials around the school, this means the school is giving greater emphasis to reading than previously.

The range of opportunities for the pupils to read, and the frequency with which they do so, have increased. More time has been allocated each week for teaching reading. The teachers have been given professional development by members of the reading recovery team at the school in how to teach reading. They are not yet making sufficient use, however, of the techniques they have learned.

Generally, the pupils showed interest in and enjoyment of reading. Increasingly, they understand how well they are doing with their reading and are familiar with the school's scheme of banding books into increasingly difficult levels of texts. The banding system is beginning to help the pupils to understand how well they are doing with their reading and what they need to move on to next. There was little evidence, however, of pupils reading widely outside of school.

The inspectors saw some examples of well-structured tasks in lessons that supported the pupils in reading. Time for reading in lessons was not always used to best effect, however, particularly when pupils were asked to read independently, which sometimes resulted in them doing things that were not focussed on reading.

The Early Years Foundation Stage area has been cleaned and tidied. It provides now a more-stimulating environment for learning, though not yet to the same extent as the rest of the school. The outdoor learning area provides better opportunities for more stimulating and challenging learning activities, including opportunities for reading. The inspectors observed the children behaving well in the outdoor area and using the resources safely.

Behaviour and safety of pupils

The pupils show interest in lessons and, occasionally, enthusiasm. The activities planned and resources used by the teachers help to motivate the pupils. For example, more time is given now to problem-solving work in mathematics. As a result, usually, the pupils apply themselves to the work they are given, even when they find it easy. Generally, they respond promptly to instructions from the staff.

The pupils told the inspectors that they feel safe at the school and, when asked, did not think there was much bullying. They are taught about bullying in a variety of lessons and were able to identify different types of bullying, such as cyber-bullying, for example, when working on the topic during a Year 6 literacy lesson. The quality of the records kept by the school on incidents of racism varies.

The quality of leadership in and management of the school

Following the judgement at the first monitoring visit, the school has revised its action plan. The timescale for the plan has been extended and the timings of many

activities clarified. The revised plan incorporates the external support the school is receiving.

A clearer and more-systematic programme for checking the work of the school and progress with improvements has now been planned. Senior leaders are beginning to implement the programme. As a result, they are already better informed about the quality of teaching and starting to provide pertinent feedback to the staff. This improvement has been less evident within the Early Years Foundation Stage.

The staff are responding positively to the feedback they have received from senior leaders and are using it well to improve their work. As a result, although inconsistencies remain, the school's policy for marking the pupils' work is now being implemented more consistently than previously.

Senior leaders are more aware of the importance of using evidence about the pupils' progress when assessing the quality of teaching. They have improved the way they collect data about the pupils' progress and have undertaken an analysis of what the data is showing. They plan to use this analysis with the staff shortly after this inspection.

The governing body has responded well to the external review and is increasingly influential in bringing about improvements. Governors question leaders' decisions and evidence more robustly and challenge them more effectively. The staff are aware of the increasing interest being taken by the governing body, for example, through the visits that members are now making to the school.

The governing body has ensured that the relevant members of staff have been trained in safeguarding. An external review of the school's use of the pupil premium has been carried out, but the school has not received the report yet and so has been unable to act on the outcomes.

External support

Following the judgement at the first monitoring visit, the local authority has extended the period of activity covered by its statement of action. The purpose of the support provided has been clarified for the school, so that the school has been able to incorporate the support within its own plans. The Improvement Board, which monitors the use and effectiveness of the support, is now established. Discussions are taking place between the local authority and the academy trust that will take over responsibility for the school about the areas in which the school continues to need support.

The local authority has provided an appropriate level of support and ensured this is matched well to the areas for improvement from the inspection. The support is assisting the school in making the necessary improvements.