

Rolleston Primary School

Hillsborough Road, Leicester, LE2 9PT

Inspection dates

5–6 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher leads the school very effectively and is well supported by senior staff in checking pupils' progress and teaching quality. This has resulted in improvements, especially in teaching and learning.
- Pupils make good progress. They experience a good range of learning activities.
- Pupils' behaviour is good and they have a good appreciation of how to live safely. The pupils are well cared for.
- Good teaching helps the pupils to achieve well.
- Staff are keen to improve their teaching further and they readily accept both advice and extra challenge.
- The leadership of the Early Years Foundation Stage is good and the activities are well organised to help the children to learn and to get off to a good start.
- Disabled pupils and those who have special educational needs make good progress.
- The school works well with parents and families and, as a result, attendance has risen significantly.
- Pupils love coming to school because teachers' very good relationships with them create a happy school environment.
- The school places a very good emphasis on explaining and teaching about worthwhile values for life. This contributes well to pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Aspects of writing are still not as good as they could be, particularly in spelling, handwriting and punctuation.
- In science, pupils do not have enough opportunities to investigate for themselves or to use their mathematical skills to interpret results.

Information about this inspection

- Twenty lessons or parts of lessons were observed, along with five group or one-to-one sessions. Three lessons were jointly observed with the headteacher or deputy headteacher.
- Discussions took place with the headteacher, various members of staff, five governors including the Chair of the Governing Body, and a group of pupils.
- The inspectors heard pupils read and observed the teaching of reading skills.
- Inspectors sampled pupils' work in different year groups, examined records of pupils' progress, and read the school's own evaluation of its strengths and weaknesses and its improvement plan. A range of other documentation was examined, including that relating to safeguarding.
- The views of the 15 staff members who responded to a written questionnaire were taken into account.
- The inspectors looked at the 17 responses on Parent View, the government's website for parents' views about their children's school, and also at the school's own most-recent parent survey.

Inspection team

Peter Sudworth, Lead inspector	Additional Inspector
Lesley Else	Additional Inspector
Claire Worrall	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school. It has a Nursery which children attend part-time from the September following their third birthday. Most children transfer to the Reception classes in the September before their fifth birthday.
- Most pupils are White British. The proportions of pupils of minority ethnic heritage pupils and who speak English as an additional language are lower than national averages.
- Approximately one pupil in eight is supported through school action. This is above the national average. About one pupil in seven is supported at school action plus or with a statement of special educational need. This is also above the national average.
- Just over half the pupils are supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those in local authority care. This is well above the national average.
- A Sure Start children's centre is sited next door to the school and is managed separately.
- The governing body manages its own breakfast club.
- 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 pupils' attainment in writing by:
 - giving more attention to spelling rules and getting pupils to learn words that they use frequently but spell wrongly
 - improving pupils' knowledge and use of punctuation
 - raising the quality of handwriting so that pupils write more consistently in a joined script and pay greater attention to the size and correct position of letters relative to the line.
- Provide more opportunities for pupils to investigate for themselves in science and to use their mathematical skills to interpret their results.

Inspection judgements

The leadership and management are good

- The positive atmosphere created by the headteacher and senior staff creates a learning environment in which pupils enjoy learning and behave well.
- Pupil premium money is used effectively. The engagement of a family worker and attendance officer have increased links with parents and helped to improve the attendance of disadvantaged pupils. All pupils have equal opportunities. No discrimination is evident. Pupils have equal access to all activities.
- Arrangements for safeguarding meet statutory requirements. Staff have regular training.
- The local authority supports when needed. The school works effectively with other schools and contributes advice to them in information and communication technology.
- The primary physical education and sport grant is used effectively to provide extra sport activities and has increased pupils' participation in sports.
- The school demonstrates good capacity for further improvement. The school's self-evaluation is detailed and accurate. The school improvement plan gives a clear steer for future development. Staff responsible for managing aspects of work are held to account. Action plans are reviewed and reported on.
- Staff have annual performance reviews which contain measurable targets firmly grounded in the national *Teachers' Standards*. Pay is linked to performance.
- Good links with parents assist the pupils' progress and those with the children's centre add to staff's knowledge of families.
- The well-planned curriculum provides a good range of activities. However, pupils' science work does not include enough opportunities for pupils to investigate and use mathematics to interpret results. Pupils have good opportunities for spiritual, moral, social and cultural development, particularly through their work in religious education and history.
- A new approach to gauging pupils' progress with the new curriculum requirements is being trialled. Pupils' progress is regularly reviewed and leaders analyse the data to identify whether any particular groups may be doing less well so that appropriate action can be taken.
- **The governance of the school:**
 - The governing body is kept well informed by staff. A significant increase in governor visits now provides the governing body with an increased knowledge of what the school is doing. Governors are beginning to question more effectively as a result.
 - Governors undertake training and meet regularly. They understand arrangements for the performance management of staff and how good teaching is rewarded. They know about the impact of the spending on sports funding and for disadvantaged pupils.
 - There is expertise among the governing body to understand data about pupils' performance and how the school compares with others nationally.
 - The breakfast club is well managed.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Behaviour in and around school is good. The school provides a calm atmosphere. Pupils are polite and respectful. They describe their school as 'colourful, protected, perfect, supportive and safe'.

- The exciting and stimulating range of play opportunities at lunchtimes and the relationships between midday staff and pupils support positive, constructive and creative behaviour.
- Pupils' attitudes to learning are usually good. However, there are instances where pupils do not give their fullest attention. There have been no permanent exclusions but, in 2014, there were five fixed-term exclusions which arose from one incident.
- Attendance has improved significantly and is now around the national average. Pupils behave well in the breakfast club. Pupils' knowledge of hygiene and healthy eating has improved since the last inspection. The school council meets regularly and provides many ideas for fundraising to help others and to discuss school issues.

Safety

- The school's work to keep pupils safe and secure is good. Pupils know how to stay safe when dealing with conflict. They feel confident to tell an adult if they have any problems.
- Pupils feel safe and describe the many learning opportunities to gain knowledge of staying safe, such as cyber-bullying, road safety and train track safety, about which pupils show good knowledge. The school makes good use of the police to deliver these messages.
- Pupils indicate that bullying is infrequent but are confident that staff sort out any such inappropriate behaviour.

The quality of teaching is good

- The good quality of teaching enables the pupils to make good progress throughout the school. Carefully prepared lessons provide well for pupils' different abilities. More able work at an appropriate level for their ability. Teaching assistants are effective and supportive of teachers in matching work to pupils' abilities when they work with small groups of pupils.
- Teachers make good use of pupils' previous work so they can address any misconceptions, and this is further supported by the regularity with which pupils attend to teachers' marking of their work to correct mistakes.
- Teachers present new learning well to the pupils through large screens and this visual method helps to keep the pupils interested. Work is well prepared on these which helps to make good use of teaching time so that the pupils get a lot done. Teachers prepare learning materials well for the different abilities in the class. Work is ready on tables for the commencement of activities.
- Good attention is paid to meeting the specific learning needs of disabled pupils and those who have special educational needs; for example, through individual reading recovery lessons.
- Pupils are managed well. Good relationships create a calm atmosphere in which learning can take place without undue interruptions. Teachers make clear to pupils how they can be successful prior to their activities. This means that they usually know exactly what is expected of them. Occasionally, however, the wording of the success criteria set out by the teachers is too difficult for pupils to understand.
- Homework interests the pupils and is linked to their ongoing classwork. Marking is consistent across the school. It identifies the positive features of the work which has been done but also shows pupils how their work can be improved.
- Good teaching of reading is reflected in the good results obtained. Similarly, mathematics is taught well, although staff do not teach spelling, punctuation and grammar with enough consistency and rigour across the school. Teachers do not give enough attention to the quality of pupils' handwriting.

- The teaching of science focuses principally on factual information. Pupils do not have enough opportunities to carry out science investigations for themselves. This limits the opportunity for pupils to use and apply the skills they learn in mathematics by interpreting results.

The achievement of pupils is good

- Pupils achieve well. Pupils' progress has shown steady improvement in Key Stage 1 in all subjects over the past four years, with attainment now coming closer to the national average. Results in the latest Year 1 national screening in phonics (the sounds that letters make) were very close to average.
- Disadvantaged pupils in Key Stage 1 attained close to average in all aspects when compared to similar pupils nationally, although less well than all Year 2 pupils in the country and other pupils in the year group.
- The latest and unvalidated Key Stage 2 results indicate that results in reading, writing and mathematics were average, although spelling, punctuation and grammar were below average. The Year 6 results in each of the last three years represents good progress in relation to pupils' starting points. The proportions of pupils reaching the expected Level 4 and of pupils making expected progress for the end of Year 6 were above average in reading, writing and mathematics. The proportion of Year 6 pupils making better than expected progress was higher than average in these subjects.
- In Year 6 in 2014, the attainment of disadvantaged pupils was similar to all pupils nationally in reading. In mathematics, disadvantaged pupils were about one and a half terms progress behind pupils nationally and they were around a term behind in writing. Compared to their classmates, disadvantaged pupils were around one and a half terms progress behind in reading, writing and mathematics. The gap between the school's pupils who are not eligible for the pupil premium and its disadvantaged pupils has narrowed in Key Stage 1 and in writing at Key Stage 2. It remains similar in reading at Key Stage 2 but has widened in mathematics and grammar, spelling and punctuation. Data indicates, nevertheless, that disadvantaged pupils make good progress from Key Stage 1 to the end of Key Stage 2.
- The results of disabled pupils and those who have special educational needs indicate that they made good progress throughout the school. Pupils who speak English as an additional language and pupils from ethnic minorities make similar rates of progress to their classmates.
- The proportion of Key Stage 1 pupils reaching the higher level in mathematics equalled the average in the most recent assessments, but were below average in writing and reading. The proportion of pupils reaching the higher level at Key Stage 2 in reading was above the national figure, although below in mathematics and writing.
- Pupils' handwriting is too often not joined in Key Stage 2 which slows writing speed. The relative size and position of letters are frequently incorrect. Pupils do not have enough knowledge of spelling rules. They do not apply their punctuation knowledge well enough when writing and their grammar is not always correct.
- Pupils' skills in investigative science are not well developed because pupils do not have enough opportunities to carry out investigations for themselves.

The early years provision is good

- Good teaching in the Early Years Foundation Stage means that most children, including disadvantaged children, make good progress from their starting points. Their attainment is below that typically found on entry to the Nursery and Reception classes, especially in writing, speaking and reading. They come closer to the average attainment by the end of the Reception Year, although many do not yet reach a good level of development in reading, writing and number.
- Teachers make accurate assessments of the children's learning and all adults have high expectations of what the children can achieve. The relationships between all staff and the children are good throughout the Nursery and Reception classes and evident in the way that staff talk to the children and develop their

vocabulary. Staff are proud of the learning environment, which offers the children lots of opportunities to work, both inside and outdoors.

- Children are motivated to learn. The curriculum is stimulating and exciting, and planned according to children’s abilities. Children feel safe and their behaviour is good.
- Parents are kept well informed about their children’s progress. Staff encourage parents to record and share home experiences with the school, and this works well in improving home-school links and providing a focus for discussion with individual children as staff are able to follow up in school events at home.
- Leadership of the Early Years Foundation Stage is good. There is an accurate understanding of the strengths and improvements needed, such as updating those learning resources which have become worn.

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	134305
Local authority	Leicester
Inspection number	448698

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	425
Appropriate authority	The governing body
Chair	Karen Lambert
Headteacher	Dwayne Toon
Date of previous school inspection	15 September 2009
Telephone number	0116 2782300
Email address	office@rolleston.leicester.sch.uk

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