

Inspection of Rolleston Primary School

Hillsborough Road, Leicester, Leicestershire LE2 9PT

Inspection dates: 17 and 18 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a happy and caring school. Relationships are positive and respectful. Pupils enjoy the variety of extra-curricular events that enrich their learning. They appreciate opportunities to play different sports. Pupils take on their roles as play leaders and school councillors with pride.

Pupils behave well. They respect each other's differences and comment how everyone is welcome at their school regardless of who they are. Pupils are proud to receive awards for using 'character muscles', such as perseverance. Pupils say that bullying is rare, but if it did happen, they trust staff to resolve any worries quickly.

Pupils' well-being is well considered. One pupil, typical of many, explained how 'school is a safe place where we can let our emotions out'. Parents agree that their children feel safe.

Pupils are keen to learn and achieve well. They enjoy reading a variety of books. They use their knowledge of arithmetic well to solve problems. They learn complex vocabulary that helps them to discuss interesting ideas. However, leaders have not sufficiently sequenced the whole curriculum from early years to Year 6. Some pupils at the early stages of reading do not receive precise support they need to catch up quickly.

What does the school do well and what does it need to do better?

Leaders have ensured that the curriculum is ambitious for all pupils. Subject leaders have identified the most important knowledge pupils need to know for all subjects in each year group. This ensures that teachers can teach the curriculum in a logical order, so pupils' knowledge builds over time. However, this is not consistent across all subjects and requires further development.

Teachers receive subject-specific training. This provides them with a good understanding of the subjects they teach. In lessons, teachers present subject matter clearly. Leaders ensure that in most subjects, teachers have resources that help them to deliver the planned learning.

Leaders ensure that reading is given a high priority. They ensure that pupils have access to a wide range of quality books. Pupils receive awards to recognise their efforts to read more. Teachers read to pupils every day. They use literature to help increase pupils' vocabulary. Teachers help pupils to use their vocabulary to explain their understanding of what they read.

Leaders have ensured that there is a consistent approach to teaching phonics. Staff have received appropriate training to help them deliver the school's early reading programme. Teachers accurately identify any gaps that pupils may have in their

knowledge of phonics. Pupils do not always receive the precise support they require to catch up quickly.

In mathematics, teachers follow an ambitious and well-thought-out curriculum. Teachers know the subject well. This enables them to spot pupils' errors or misconceptions quickly. Teachers use regular checks to identify any mathematical knowledge that they need to revisit. They use resources well to help pupils use their knowledge to solve problems.

Leaders identify pupils with special educational needs and/or disabilities (SEND) promptly. Adults reflect upon, and adapt, the curriculum for pupils with SEND to ensure that it matches their needs. Pupils and their parents and carers contribute to this process. Where needed, leaders ensure that they involve outside agencies to meet the needs of pupils with SEND.

Children in the early years get off to a good start. Relationships are warm and positive between adults and children. Established routines ensure that children are ready to learn. There are many opportunities for children to develop their knowledge of vocabulary, numbers and writing. Children improve their physical skills in the well-resourced outside area. They develop their concentration on a wide selection of appropriate activities. Leaders have revised the curriculum. They want children to learn the right knowledge to prepare them for future learning. However, leaders have not ensured that this is consistent across all areas of learning.

Leaders prioritise pupils' mental and physical well-being. Pupils are encouraged to show resilience and ambition to achieve their goals. They are respectful of different beliefs and family structures. Pupils learn different ways to help them to explore their own mental health and emotional well-being.

Governors have an in-depth knowledge of the school. They use this knowledge to support leaders. They check on staff workload. Staff enjoy working at the school. They value the opportunities they receive to develop their expertise in their roles. Teachers appreciate the consideration that leaders have for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders put pupils' welfare first. They know the pupils in school well. Leaders have clear oversight of pupils' behaviour, attendance and safeguarding. Staff receive regular training to help them understand how to safeguard pupils. The right checks are in place before adults start working with children.

Leaders persist to secure the support that pupils and families need. They liaise with other agencies and ensure that they understand local issues that may impact their pupils.

Pupils learn about respectful relationships and personal space. Older pupils learn about peer pressure and consent. Pupils are alert to the risks of the online world.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not ensured that the knowledge they want pupils to learn and when is clearly outlined and understood. Consequently, pupils do not develop their understanding and knowledge of all subjects in a coherent way. Leaders should ensure that there is clarity around the core knowledge that they want pupils to learn and when across all curriculum areas.
- Pupils at the early stages of reading do not always receive the precise support they need to catch up. This does not help them to learn to read quickly and efficiently. Leaders should ensure that pupils who need additional support to read receive precise support to enable them to become confident, fluent readers.
- In the early years, the key knowledge that children need to learn has not been considered in all areas of learning. This does not prepare children for their next stage in education. Leaders should ensure that all aspects of the school's early years curriculum are developed so that children are well prepared for Year 1.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	134305
Local authority	Leicester
Inspection number	10227392
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair of governing body	Karen Lambert
Headteacher	Dwayne Toon
Website	www.rolleston.leicester.sch.uk
Date of previous inspection	17 and 18 October 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use the services of any alternative providers.
- The school runs a before- and after-school club.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other leaders. The lead inspector met three members of the local governing body and spoke to a representative of the local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors met with subject leaders, considered curriculum sequencing, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector listened to a selection of pupils reading to a familiar adult.
- The single central record was checked as part of the inspection of safeguarding. The inspector met with the designated safeguarding lead. Inspectors spoke with a range of staff and pupils. The school's safeguarding records were also sampled.
- Inspectors observed pupils' behaviour in lessons and around school.
- The inspectors spoke with parents at the start of the school day. Consideration was given to the views of parents expressed through Ofsted Parent View and Ofsted's online parent questionnaire. There were no responses to Ofsted's staff survey.

Inspection team

Mandy Wilding, lead inspector	Ofsted Inspector
Anna Crawte	Ofsted Inspector
Elizabeth Mace	Ofsted Inspector

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