



Rowlatts Hill Primary School

Inspection Report

Unique Reference Number 120054
LEA Leicester City
Inspection number 280722
Inspection dates 10 May 2006 to 11 May 2006
Reporting inspector Gerald Griffin AI

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

Type of school	Primary	School address	Balderstone Close off Ambassador Road Leicester, Leicestershire LE5 4ES
School category	Community		
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	0116 2768812
Number on roll	299	Fax number	0116 2764346
Appropriate authority	The governing body	Chair of governors	Councillor Bill Shelton
Date of previous inspection	12 June 2000	Headteacher	Mr Jonathan Evans

Age group 3 to 11	Inspection dates 10 May 2006 - 11 May 2006	Inspection number 280722
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Rowlatts Hill Primary School is situated in the south-east of Leicester and serves an area of economic hardship. The number of pupils eligible for free school meals is well above average. Pupils' standards on entry are well below average. About half of the pupils are from minority ethnic groups and many who start school are at the early stages of learning English. The number of pupils with learning difficulties is higher than the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of 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.

Pupils' achievement by the end of Year 6 is far too low and pupils are not sufficiently well prepared for secondary school. Teaching is inadequate and does not support effective learning. Teachers do not consistently use assessment information to set challenging targets and to check that pupils achieve them. Provision in the Foundation Stage is satisfactory, but few children reach the standards expected for their age. Pupils' personal development is satisfactory throughout the school. Relationships are good, pupils enjoy school and behave well. The school takes good day-to-day care of its children but arrangements for academic guidance are unsatisfactory. The school has made inadequate progress since the last inspection and currently provides unsatisfactory value for money. Achievement has declined in English and science and the school still does not use data effectively to monitor and evaluate its performance. The school does not have an accurate view of its work, believing it to be satisfactory, and is not clear about what needs to be done to improve standards. Leadership and management are inadequate, mainly because the headteacher has no overview of the progress pupils make and has not led the necessary improvements. Middle managers have only recently been given the responsibility for monitoring and evaluating the work in their areas and are not yet having an impact on raising standards. The governing body does not receive the information it needs to hold the school to account effectively. Overall, the school is not in a position to move forward without support.

What the school should do to improve further

- Set pupils challenging targets for attainment which are regularly reviewed.
- Improve the effectiveness of teaching, especially by matching work to pupils' needs and capabilities and increasing the pace of learning.
- Ensure all leaders monitor the performance of the school rigorously and follow this through to action where improvement is needed.

Achievement and standards

Grade: 4

Children make satisfactory progress in the Foundation Stage but, because of their low starting points, few reach the expected standards when they enter Year 1. Many have only a very basic grasp of English. In Years 1 and 2, many pupils quickly improve their literacy skills because of good support provided by teaching assistants and other staff. The pupils make satisfactory progress at Key Stage 1 but standards remain well below average. By the end of Year 6, standards are too low. The performance in the national tests in 2005 was exceptionally low and the school missed its targets. Pupils

underachieved in science because teaching was unsatisfactory and they were not prepared adequately for the test. Teachers' low expectations led to inadequate achievement in English. However, achievement in mathematics was broadly average following the school's focus on improving numeracy. While a high number of pupils started at the school after the Reception Year, the overall results represented underachievement across all groups of pupils. Current standards in Year 6 are significantly below average. The school's data for this year group shows that nearly half of those who have had an extended period at the school are not working at their predicted levels, indicating that the school is again unlikely to meet its targets. Underachievement is now evident in all subjects in Years 3 to 6. This is because teachers do not set pupils demanding enough individual targets or use assessment information effectively when they plan work to match the pupils' needs.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Pupils understand right and wrong and behave well around the school. The behaviour of a small number of disaffected pupils has greatly improved this year through the help of a learning mentor, and the number of exclusions has fallen significantly. Attendance is below average. While the school works hard to improve attendance, still more could be done with families who do not readily explain an absence. Pupils' multicultural awareness is well developed through, for example, the many good opportunities provided to celebrate festivals of different faiths, which also enrich their spiritual development. Pupils have a clear understanding of the need to eat healthily and take exercise and the school encourages them to put this into practice by providing a breakfast club and healthy school meals. Pupils feel safe and enjoy school. While they say the school is not entirely free from bullying, they feel staff take incidents very seriously and deal with issues promptly and effectively. Pupils enjoy collecting for charities and taking responsibility around school. However, they have no structured way of making their views known to the school's leaders and like a school council to ensure that their views about the school are aired. Low standards in literacy and numeracy hinder pupils' preparation for future economic well-being.

Quality of provision

Teaching and learning

Grade: 4

Inadequate teaching and learning result in pupils making too little progress overall. While individual lessons seen in the inspection were satisfactory and sometimes good, pupils' work shows that teaching lacks pace and challenge, particularly in Years 3 to 6. In these years, expectations are not high enough and standards are too low. Teachers in Key Stage 2 do not review pupils' targets regularly to ensure they are challenging and work is not matched well to pupils' needs or capabilities. Pupils behave well and show they are keen but the work does not stretch them enough. In the Foundation

Stage and Years 1 and 2, teachers use assessment information well to guide their planning and drive pupils' learning so that they make at least satisfactory gains. Throughout the school, pupils enjoy practical activities where they explore and investigate specific tasks and develop their thinking skills. Teachers do not always remind pupils of their individual targets and do not refer to these when they mark work. Where practice is good, pupils are encouraged to assess their own work and consider how they can improve further.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and provision in personal, social and health education (PSHE), science and information and communication technology (ICT) has improved since the last inspection. The organisation of the time pupils spend in subjects such as design and technology provides good continuity and meets their needs well. Relationship-building 'R Time' has improved the development of pupils' personal and social skills and behaviour. The school wishes to take further account of the rich cultural backgrounds of the pupils in art and design and to provide more literacy links across subjects and inspectors agree this development is needed. Pupils value the range of out-of-school activities, such as performing in the steel band and in sports events, which enhances their personal development and raises ambitions. The Foundation Stage curriculum is satisfactory. Well planned activities ensure that children make an effective start to their school careers.

Care, guidance and support

Grade: 3

The overall level of care, guidance and support for pupils is satisfactory and parents know that their children are safe at school. Child protection arrangements are in place and care arrangements are good. The pupils say they are confident that they can seek help from all adults who work in the school. 'R Time' gives pupils a venue to raise personal issues and discuss ways they might help themselves to cope better. Guidance to support pupils' academic development is unsatisfactory. While pupils have detailed personal targets for literacy and mathematics, these are not always challenging enough. The way targets are used to track progress and guide learning is inconsistent from class to class. Little reference is made to targets in teaching and learning, and pupils do not always know when they have met them. Pupils with learning difficulties and/or disabilities have individual education plans with appropriate strategies that support their progress step by step. While reviews are held regularly to discuss the progress of these pupils, academic gains are not rigorously assessed, nor are checks always made to ensure teaching adequately matches their needs.

Leadership and management

Grade: 4

The leadership and management are not strong enough to identify what needs to be done to improve standards or to see the necessary action through to its conclusion. For example, improvement in the areas for development identified by the last inspection has been unsatisfactory, and the headteacher's judgements on the quality of many aspects of the school are inaccurate. He has recently delegated additional monitoring responsibilities to middle managers but there has been too little time for this action to have had an impact on achievement. Assessment information is available but this is not readily accessible in every class to monitor pupils' progress rigorously and check they are working to the expected levels. This has resulted in a significant number of pupils making inadequate progress, particularly in Years 3 to 6. However, the school operates in a calm, caring atmosphere and the improvement in behaviour suggests that most pupils are interested in learning. The school does not have an accurate view of its work and there is a lack of pace and challenge in tackling weaknesses and driving improvement. Standards are still too low and the strategies that have been implemented have not been reviewed to see if they have been successful. The monitoring of teaching lacks rigour because it does not check what children are learning and weaknesses identified are not adequately tackled to ensure achievement is raised. The leadership has no clear strategy to review the quality of education provided and governors are not fully aware of the school's weak performance. The governing body carries out its required responsibilities but is not in a position to hold the school to account for raising standards as governors do not receive secure enough information about its performance. Overall, the school does not have sufficient capacity to improve without additional support.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	No
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils Thank you for welcoming us to your school and being so friendly. We enjoyed our discussions with you about your work and the other things you do at school. What we liked most about your school:

You are polite and well behaved.

In lessons, most of you enjoy your learning and try to work hard for your teachers.

The staff take good day-to-day care of you.

When you join the school you make good progress in speaking, reading and writing. What we have asked your school to do now:

Set targets that really stretch you.

Provide really good teaching that helps every boy and girl achieve well.

Check your work and progress more carefully. We think your school will need some help to do all this, and other inspectors will visit the school from time to time to check the progress you are making. Yours sincerely Gerald Griffin Lead Inspector