



# Rolleston Primary School

## Inspection Report

**Unique Reference Number** 134305  
**LEA** Leicester City  
**Inspection number** 282543  
**Inspection dates** 17 May 2006 to 18 May 2006  
**Reporting inspector** Peter Clifton AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hillsborough Road
<b>School category</b>	Community		Leicester
<b>Age range of pupils</b>	3 to 11		Leicestershire LE2 9PT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0116 2786400
<b>Number on roll</b>	323	<b>Fax number</b>	0116 273 262
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Sally Farr

Age group	Inspection dates	Inspection number
3 to 11	17 May 2006 - 18 May 2006	282543

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This above average sized primary school has been open for nearly two years. It was amalgamated from the previous separate infant and junior schools on the junior school site and has experienced extensive building work during its first year of operation. There have been staffing difficulties which have slowed the pace of development. The school is situated in an area of high social and economic deprivation. The proportion of pupils with learning difficulties and disabilities and the numbers of pupils who join or leave the school other than at the usual times are above average. Children come into the Nursery with standards that are well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

Since the school's opening in 2004 there have been a number of barriers to its development. Senior leaders are demonstrating the capacity to improve the school, which provides a secure environment where pupils feel safe and well cared for. However, its present effectiveness is inadequate and it provides unsatisfactory value for money.

Pupils are not achieving as well as they should be, particularly in Years 3 to 6 where progress is patchy because of inadequacies in teaching. Too much of the work given to pupils is not sufficiently demanding and the pace of learning in some lessons is too slow. Children make a secure start to school where provision is satisfactory. They come into the Nursery with standards that are well below average, especially in their language development, and make good progress in their personal development. Standards in Year 2 are still well below the national average although some progress has been made recently. The standards attained in the 2005 Year 6 national tests were exceptionally low; however, inspectors noted some improvement in lessons. Standards in speaking and listening are poor and this is adversely affecting all aspects of pupils' learning.

Pupils' behaviour is satisfactory and adults foster good relationships, dealing with any difficult situation with sensitivity and firmness. Attendance is not high enough and the school's actions to bring about improvement have not yet been effective. The school provides good opportunities for pupils to extend learning experiences through clubs and visits. However, there are weaknesses in the development of investigative skills in science and problem solving in mathematics.

Leadership and management are satisfactory overall. The headteacher has sensitively guided the school through turbulence and disruption since the school opened, mainly owing to building work but also because of difficulties in staffing. Leaders have accurately analysed and evaluated strengths and weaknesses, but the action taken to improve the consistency of teaching has not been sufficiently robust.

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well in all the circumstances than it would be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in the progress made by pupils in Years 3 to 6, standards of attainment and in the consistency of teaching.

### What the school should do to improve further

- Improve the quality and consistency of teaching particularly in Years 3 to 6 to raise standards.
- Use assessment information to provide effective academic guidance and inform teaching and learning.
- Develop and implement a whole-school strategy aimed at improving pupils' speaking and listening skills.
- Improve the development of investigative skills in science and problem solving skills in mathematics through better planning.

- Strengthen systems to improve pupils' attendance.

## **Achievement and standards**

### **Grade: 4**

Too many pupils of all differing abilities are not making as much progress as they should. However, in some years, progress is at least satisfactory. Children come into the Nursery with standards that are well below average, especially in their language development. They make satisfactory progress through the Foundation Stage. There are strengths in the provision for children's personal and social development and as a result they quickly gain in confidence. However, there are very few children who reach the early learning goals by the time they enter Year 1.

Standards in Year 2 are slightly higher now than they were in 2005 but remain well below the national average. Writing is a focus for improvement in the school and progress in this area is strengthening. Although pupils make satisfactory progress through Years 1 and 2, too few reach the higher Level 3.

Standards in the Year 6 national tests in 2005 were exceptionally low with very few pupils reaching the higher levels. Pupils' achievement in Years 3 to 6 is too patchy and inconsistent, varying between classes and subjects and including those with learning difficulties. The school provides well for the small number of pupils with learning disabilities and they are well integrated into the school and make satisfactory and sometimes good progress. The progress made by the 2005 Year 6 pupils was very low by national comparisons and consequently the school did not reach its Year 6 targets. Current standards show some improvement because of specific support provided for small groups of pupils. However, across the school, standards in speaking and listening are poor and this is adversely affecting all aspects of learning. Support from the local authority is successfully helping staff to see what needs doing but there is more work necessary to help all pupils to reach the standards they are capable of before they leave the school.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Social development is good and is evident in the way the pupils relate to each other. Most pupils have good attitudes to work and the vast majority enjoy coming to school. Pupils' behaviour is satisfactory; however, a few pupils exhibit challenging behaviour and this is effectively and sensitively dealt with by staff. Good moral development is underpinned by the school's 'Golden Rules'. Although a few parents and pupils express some concerns about bullying, pupils are confident that these issues are dealt with satisfactorily and they say they feel safe and well cared for.

The school council is increasingly providing an effective voice for pupils such as decisions about school uniform and the activities available at lunchtime. Pupils readily express opinions about the school and accept the views of other pupils which may be

different. They are developing a sound awareness of the importance of a healthy lifestyle including exercise. This is evident, as they play together in the spacious and well kept outside areas.

The level of attendance is well below the national average and there are currently no signs of improvement, indicating that the school's actions to bring about improvement have not been effective. A significant number of pupils make insufficient progress in developing their basic skills and leave school ill-equipped for their next stage of learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Overall, teaching and learning are inadequate. They are satisfactory through the Foundation Stage and Years 1 and 2 but there are weaknesses in Years 3 to 6. Throughout the school, teachers manage pupils sensitively and promote good relationships. Weaknesses in teaching are now being tackled by the headteacher and through external support. Additional help given to Year 6 pupils is beginning to raise standards.

Some good teaching was observed during the inspection, when pupils achieved well because they were challenged and motivated. However, there is too much work which is insufficiently demanding. This is because information about pupils' attainment is not used sufficiently well to plan work.

Some lessons do not move along with sufficient pace and as a result the pupils become bored and inattentive. In some lessons, there are good opportunities for pupils to talk together and develop their ideas, but these are too infrequent. Teachers' questioning too often requires single word answers or does not give the pupils sufficient time to respond and this is limiting learning. Teaching assistants often do a good job in supporting small groups of pupils with particular needs and they help them to stay focused on the tasks set.

### **Curriculum and other activities**

#### **Grade: 3**

Overall the curriculum provided is satisfactory. There are weaknesses in the development of investigative skills in science. The school's current work on developing pupils' problem solving skills in mathematics is beginning to improve standards, although much remains to be done, especially to ensure more capable pupils are fully challenged. There are strengths in personal and social provision, particularly in the Foundation Stage where the curriculum encourages independence, making decisions and taking responsibility.

Improvement in the provision for writing in Years 1 and 2 is now strengthening progress. For example, a recent theatre visit was used well to stimulate expressive writing.

Provision for pupils with significant learning difficulties is satisfactory, with some examples of good support being given by teaching assistants which is enabling the pupils to be integrated into the school.

Enrichment activities, such as the opportunities to perform and visits, are good. These activities and very good opportunities for residential education are having a positive impact on pupils' personal development and their enjoyment of school.

## **Care, guidance and support**

### **Grade: 3**

The school gives good pastoral care but there are weaknesses in the academic guidance provided for pupils. Sensitive support is successfully provided for pupils with learning difficulties. There are good procedures in place to identify potential bullying and any anxious or vulnerable pupils know they can count on adults' support. Attention to health and safety is good, especially during the ongoing building and repair work. The school does well to make sure pupils are safe. Child protection procedures are effective. Pupils are encouraged to eat healthily at lunchtimes and at the beginning of the school day.

The guidance to show pupils about how to improve their work is inconsistent. Although older pupils know how well they are doing, they are not sufficiently knowledgeable about what they need to do to improve.

The use of targets in some classes is helping pupils become clearer about how to progress; however, these are not used frequently or consistently enough.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The school's caring ethos and its smooth operation reflects the headteacher's leadership. She has sensitively guided the school through turbulence and disruption since it opened. Extensive building work and staffing difficulties have been barriers to learning, particularly in the first year of the school's operation. The headteacher is securely focused on raising the quality of provision and standards. Her vision is shared by most staff and senior managers are becoming increasingly effective in tackling what needs to be done.

The newly formed governing body satisfactorily fulfils its responsibilities, is supportive of the school and its headteacher, but is insufficiently aware of the extent of the shortcomings. The school's strengths and weaknesses have been accurately analysed and evaluated well, but the action taken has yet to have sufficient impact on improving the consistency of teaching especially across Years 3 to 6 and this negatively affects pupils' performance.

Leaders and managers are making good use of external support to guide the school through its next stages of development. Most parents are positive about what is provided although a small minority have concerns about behaviour. Notwithstanding all the difficulties faced by the school, its leadership has demonstrated the capacity

to bring about improvement by tackling some weaknesses in teaching through training, introducing pupil targets and improving the provision for writing in Years 1 and 2.



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## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
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**

Thank you for the warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes.

We were impressed with how ready you were to give your opinions about the school. You gave us a lot of valuable information and this was a great help to us.

What we most liked about your school:

the positive start you make in Reception and Years 1 and 2

how well the school helps you develop your personal skills

the good range of clubs and visits that widen your experiences.

We found that improvements are needed and have asked your headteacher and others to work on:

improving teaching especially in Years 3 to 6 so that you have work which is sufficiently challenging

making sure you have good information about how you can improve your work

helping you improve your speaking and listening skills

improving your investigative skills in science and problem solving skills in mathematics

finding ways to improve attendance.

We enjoyed the visit and hope your school continues to improve.