



Rosslyn Park Primary and Nursery School

Inspection Report

Unique Reference Number 134425
LEA CITY OF NOTTINGHAM LEA
Inspection number 285131
Inspection dates 13 March 2006 to 14 March 2006
Reporting inspector Mrs. Alison Cogher LI

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

Type of school	Primary	School address	Amesbury Circus
School category	Community		NG8 6DD
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	0115 9153266
Number on roll	488	Fax number	0115 9155753
Appropriate authority	The governing body	Chair of governors	Mrs. Josephine Tucker
Date of previous inspection	Not applicable	Headteacher	Mr. Chris Turner-Rowe

Age group	Inspection dates	Inspection number
3 to 11	13 March 2006 - 14 March 2006	285131

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Rosslyn Park Primary and Nursery School opened in September 2005, and is a larger than average sized school. It serves the socially and economically disadvantaged area of Aspley in Nottingham. The number of pupils eligible for free school meals is well above average. Most pupils are from White British backgrounds with about one seventh of pupils from different minority ethnic backgrounds, 12 of whom are at the early stages of learning English. The number of pupils with special educational needs is above average. These pupils have moderate learning, speech and language or social and behavioural needs. When pupils start school in the nursery, their level of knowledge, skills and understanding is well below that expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In this newly opened school a common sense of purpose and identity is developing well amongst staff and pupils. The school provides a satisfactory quality of education with some good features. This inspection judgement does not quite match that of the school's own evaluation of good overall. Under the effective leadership of the headteacher and senior managers the school is focused on improving pupil achievement and standards in English and mathematics. The school knows that the monitoring of its work needs to be implemented with greater rigour, particularly in the way aspects of teaching that could be improved are identified. The school provides satisfactory value for money and has the capacity to improve further. Pupils' progress and achievement are satisfactory overall. The provision for children in the Nursery and Reception classes is sound and they make satisfactory progress. The standards reached on entry to Year 1 are still well below the level expected for their age. Although standards in Year 6 are well below average there are indications that improvement is being secured. Teachers make good use of assessment information to guide teaching and to set pupils targets for improvement. Teaching is satisfactory overall, although in a few lessons there is a lack of pace and challenge which limit pupils' learning. At times teaching is good, which has a positive impact on pupils' achievement. Pupils' personal development and well-being are good. Pupils enjoy school. Almost all behave well and have good attitudes to their work. The school cares for pupils well. It provides good support for pupils learning English as an additional language and for those with learning difficulties. Attendance is below that found nationally and for some pupils it is poor. This has a negative impact on these pupils' ability to learn effectively.

What the school should do to improve further

- improve pupils' achievement and standards in English and mathematics - continue to improve the quality of teaching and learning by increasing the level of challenge and pace of lessons - rigorously implement the school's monitoring and evaluation procedures in order to raise further the quality of education - work more with parents and pupils to improve pupil attendance.

Achievement and standards

Grade: 3

When children start school in the nursery, their attainment is well below that of children of a similar age nationally. In particular, pupils' speaking and listening skills are often very limited as are their early reading and writing skills. This inhibits their learning in all subjects. There is no national test data available for this new primary school. Previous results from the infant and junior schools from which almost all pupils have transferred show that standards have been well below the national average for some years. Current standards are well below average in speaking and listening, reading, writing, mathematics and science with only a small proportion of pupils attaining above average levels. The achievement of pupils with irregular attendance is poor. To support pupils'

learning in other subjects the school has rightly identified the raising of standards in English and mathematics as its highest priority. To achieve this priority the school is working effectively with the local authority as part of an Intensive Support Programme. Effective assessment procedures ensure staff check and track the progress all pupils make and challenging targets for improvement are set. School data shows almost all pupils are making at least satisfactory progress towards these targets.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy school and are very proud of their new surroundings. Almost all pupils behave well and work hard in lessons. Pupils know well how to keep themselves safe and through the School Council are involved well in the school's work. There is little bullying in school and incidents that do occur are dealt with effectively. Attendance is below average despite the school strongly encouraging parents to send their children to school regularly. The attendance of a few pupils is poor and several pupils arrive late each day. The pupil's spiritual, moral, social and cultural development is good. In assemblies pupils reflect on the features of other cultures. Pupils' contribution to the wider community is satisfactory but they contribute well to their school community. Pupils learn to take responsibility for their own actions and whole school procedures enable them to develop well morally and socially. Pupils know how to stay fit and healthy. Many pupils choose to eat the 'healthy option' at lunchtime and enjoy exercising as they make good use of the wide range of playground equipment provided by the school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Most teachers plan carefully and explain the purpose of lessons so pupils know what they are expected to learn. Pupils particularly enjoy lessons in which they work together in groups, are finding things out for themselves and when the level of work they are given matches their ability. In the most effective lessons teachers have high expectations and provide activities that are challenging for all pupils and make them think. Here, the pupils learn well. However, this is not the case in all lessons and two specific weaknesses need addressing. These are a lack of challenge and a slow pace, which occur in some lessons. The latter is often related to too much time spent by the teacher talking and not enough time for the pupils' to spend working. Teachers have developed effective and consistent assessment procedures. They make good use of the information they have to guide their teaching and to set challenging but realistic targets for pupils. Pupils are motivated by knowing the level they are working at and the next target they need to work towards. The quality of teachers' marking is inconsistent. It often tells pupils what progress they have made but does not always tell them how to improve.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum with some good features. The provision for literacy, numeracy, science and information and communication technology is satisfactory overall. However, as a result of the school's focus for improvement, curriculum planning for literacy and numeracy is often good. Pupils' learning is particularly successful when links between subjects are made, although these links are not consistently pursued by all teachers. Teachers plan in year group teams to ensure pupils of the same age have similar experiences. Pupils with learning difficulties, behavioural difficulties and those with English as an additional language are well supported through the use of good individual support plans. The use of visits and after-school clubs to support pupils' learning is limited. The school is seeking pupils' views as to how this aspect of the school's provision can be improved.

Care, guidance and support

Grade: 2

The school takes good care of its pupils. It works effectively with a range of agencies to support pupils' learning and personal development. It is also building strong relationships with the community facilities which are developing on the new site. Pupils feel valued and supported and trust and respect the adults in the school. They are confident that if they have a problem there is an adult they can go to for support. The school works effectively with outside agencies to ensure the safety and wellbeing of all pupils and arrangements for child protection are robust. Good arrangements are in place to support pupils when they start and leave the school. Any bullying issues are taken very seriously and dealt with effectively. Parents are very supportive of what the school does to keep their children safe and happy. Pupils benefit from teachers' consistent approach to the use made of assessment information. Target setting is an established feature of lessons and is helping to focus pupils on how they can improve their work. Parents are kept well informed about their children's progress. The progress being made by pupils with learning difficulties is monitored regularly and well thought out individual programmes enable them to reach their individual targets. Similarly effective provision is made for pupils learning English as an additional language. An innovative programme for minority ethnic boys that includes working with adult male role models is improving the self-esteem, behaviour, and attitudes to learning of this group of pupils and helping them to learn effectively.

Leadership and management

Grade: 3

Leadership and management are satisfactory which is below the school's evaluation of good in this area. The headteacher provides good leadership and is ably supported by the deputy headteachers. They have a clear vision for the future development of the school. They have managed the opening of the new school well and succeeded in creating a strong team spirit amongst staff. Good systems have been established to

monitor the quality of education being provided and to introduce strategies to bring about school improvement. Some of these, such as the way pupils' progress is tracked and targets are set are at an early stage in terms of their impact on achievement and standards. However, the school's monitoring procedures are not being implemented rigorously enough to identify the most effective aspects of teaching that will further support improvements in achievement and standards. Governance is satisfactory overall. Governors are well organised and strongly committed to raising the profile of the school in the community and ensuring it provides a good quality of education. As governors of a new school they are in the process of developing their roles and responsibilities so they can hold the school to account for its work. Parental involvement in the work of the school is limited, although they express confidence in the way the school is led and managed.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	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	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	2	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?	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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	Yes
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	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 very much for making us feel welcome when we visited your school and for talking to us about your work. It was good to hear how much you are enjoying your new school and how proud you feel to be there. We have told your teachers that almost all of you behave well and work hard and they are proud of you. All the adults at school want you to do really well and enjoy your time at school. Mr Turner-Rowe is a good headteacher and he has some good ideas to make your school even better. Your teachers take good care of you and work hard to help you learn and feel good about yourselves. We have found out that some things at school are not as good as they could be. These things are: - The standards you reach are not as high as they are in most other schools. - Some of your lessons move a bit slowly and teachers do not always ask you to try to do work that is a bit hard for you. - Some of your teachers have really good ideas about how to help you learn but at the moment they are not able to share these ideas with other teachers. - Not all of you come to school on time or as often as you should. We have talked to your headteacher and he is going to work with your teachers and other adults at the school to make these things better. You can help make things better by arriving at school on time and attending every day, and by keeping on working hard and behaving well. With our best wishes.