



Rosliston CofE Primary School

Inspection Report

Unique Reference Number 112851
Local Authority DERBYSHIRE
Inspection number 289438
Inspection dates 26–27 September 2006
Reporting inspector Mr. Raymond Jardine

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

Type of school	Primary	School address	Main Street
School category	Voluntary controlled		Rosliston, Rosliston
Age range of pupils	4–11		Swadlincote, Derbyshire DE12 8JW
Gender of pupils	Mixed	Telephone number	01283 761409
Number on roll (school)	89	Fax number	01283 761409
Appropriate authority	The governing body	Chair	Mr. Brian Matkin
		Headteacher	Mrs. Elizabeth Greenwood
Date of previous school inspection	19 June 2001		

Age group 4–11	Inspection dates 26–27 September 2006	Inspection number 289438
--------------------------	---	------------------------------------

© 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 an Additional Inspector.

Description of the school

The school serves the village of Rosliston and the surrounding rural area. It is much smaller than the average primary school and there are considerably more girls than boys on roll. All are of White British background. A higher than average percentage of pupils join the school at times other than usual. The social and economic backgrounds of pupils' families are wide-ranging but are broadly similar to those of England as a whole. The proportion of pupils with special educational needs is about average, as is pupils' attainment on entry to the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Rosliston CE Primary School is a good school. The inspection confirms the school's assessment of its effectiveness. A key strength is the supportive and friendly environment within which pupils learn and play together. The great majority of parents are very pleased with the education that their children receive. One parent summed up the school's ethos well, 'It has a wonderful family feel which enhances the development of the children'. The school provides good value for money and shows good capacity to improve further. Children enter Reception with broadly average skills and knowledge. The stimulating and well-planned provision prepares them well for their next stage. The good progress seen in Reception is also evident in Years 1 and 2, where good teaching and effective support in lessons leads to above average standards by the end of Year 2. In Years 3 to 6, pupils' progress is consistently better than that in other schools so that by Year 6, standards are typically above average. In 2006, standards in Year 6 rose further and were high, especially so in English and mathematics. Standards are good because lessons are stimulating. Good teaching ensures that pupils are involved in lively activities that engage them so that they learn well. Assessment is used effectively to ensure that pupils of different abilities and ages are appropriately challenged. Pupils in Years 1 and 2 are also beginning to learn how to review their own work, though this skill is not extended in later years and this weakness undermines pupils' ability to be self-critical and fully independent learners. Pupils greatly enjoy school life and contribute much to the excellent relationships evident throughout the school. Their spiritual, moral, social and cultural development is good. Behaviour throughout is excellent. Pupils are caring of one another and are learning how to live healthy lifestyles through good diet and fitness. They are prepared well for their future working lives as they acquire good skills, such as solving problems and teamwork. Pupils are well-cared for, guided and supported. Their personal and academic progress is monitored in key areas to help ensure that they do as well as they can. Leadership and management are good. The school evaluates its performance using a range of indicators and comparisons and involves all staff. The good teamwork, experience and expertise amongst staff ensure that weaknesses are acted on. However, the school's development plan does not focus clearly enough on the key priorities of raising standards. Governors are well-informed and are supportive but they are not involved in monitoring and challenging progress in its priorities to fully hold the school to account.

What the school should do to improve further

- Ensure that school improvement planning focuses more sharply on raising standards, has clearer priorities and that governors play a central role in monitoring the school's progress towards them.
- Help pupils to become more independent and productive learners by involving them fully in reviewing their own work toward their targets.

Achievement and standards

Grade: 2

Standards are typically above average and were very high in the 2006 national tests. Pupils throughout the school achieve well. By the end of the Reception year most children meet or exceed the standards normally expected of five-year-olds. Pupils in Years 1 and 2 continue to make good progress because teaching is consistently good. Consequently, standards in Year 2 have risen steadily in reading, writing and mathematics and were considerably above average in 2005 and 2006. Pupils' achievement from Years 3 to 6 has been consistently above that in schools nationally since 2003 because different groups, such as the more able and those with learning difficulties make equally good progress. A high proportion of pupils attained above the expected level in both English and mathematics and the school easily exceeded its 2006 Year 6 targets. In English, improving pupils' ability to write well has been a school priority and results in 2006 demonstrate the positive impact of this work. Taking account of the school's good track record of achievement in recent years, these targets for 2007 should be more challenging.

Personal development and well-being

Grade: 2

Pupils really enjoy school life and so it is not surprising that attendance is above average. Pupils say that they feel safe and secure and they make many friends across the age range. Pupils' behaviour around school and in lessons is excellent, reflecting the very good relationships they enjoy with their peers and with adults. They are eager and active learners and enjoy solving problems for themselves. These positive attitudes, along with the skills they gain, prepare them well for their on-going education and for adult life. Pupils know how to live healthy lives because the school works effectively with others, such as its caterers, to promote this aspect of their well-being. Their understanding of personal safety is satisfactory. Pupils contribute much to the school and local community. They readily take on responsibility, for example as school councillors, and are proud to influence school life and to contribute to community events and church festivals. Pupils' spiritual, moral social and cultural development is good overall, but their understanding of the diverse cultures that make up modern British society is relatively weak.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. Pupils learn well because teachers ensure that lessons are stimulating and motivate pupils to engage fully in the tasks and activities they prepare. Relationships are excellent. The positive, yet challenging atmosphere in lessons contributes much to the brisk pace of learning and

the good progress that pupils make. Teachers make good use of their assessments to ensure that pupils of all abilities are appropriately challenged within the mixed age classes. Questioning is effective and pupils relish the opportunity to offer their own explanations and arguments. Regular reviews of pupils' progress ensure that support given by teaching assistants is sharply focussed and appropriate.

Curriculum and other activities

Grade: 3

The curriculum is lively and enriched by a range of visits, visitors, clubs and additional activities such as sports and creative arts. It is planned effectively to meet the range of pupils' needs and abilities within mixed age classes. Pupils are prepared well for their future economic well-being. They learn to work collaboratively and to make decisions and acquire good literacy and numeracy skills. Pupils acquire sound information and communication technology (ICT) skills, although these are not applied sufficiently within subjects because access to ICT is constrained by the very cramped buildings and limited resources. The curriculum for Reception children gives a strong emphasis to promoting their personal, social and emotional development. However, personal, social, health and citizenship education in later years is not yet systematically planned. This is a current priority and forms part of the school's effort to achieve national Healthy School Award.

Care, guidance and support

Grade: 2

The school provides good standards of care guidance and support. Procedures for ensuring pupils' safety and security, including child protection, are robust. Pastoral care is good. Staff know all the pupils very well and the very friendly atmosphere helps pupils to feel secure and to settle to their learning. Teachers check pupils' progress regularly in core subjects and the school is now working to extend these assessments to other subjects. Teachers use assessment information effectively so that pupils do not underachieve. For example, planning for pupils with learning difficulties is thorough and effective in helping them to make good progress. Pupils receive satisfactory guidance on areas to improve but they are not yet skilled at reviewing the quality of their own work. This is an area that is developing in Years 1 and 2 but it is not being built on in later years. This limits the extent to which each pupil works independently to help raise standards.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has fostered a strong sense of teamwork and purpose throughout her experienced staff. Central to this is enabling all pupils to do as well as they can and to ensuring that they have equality of opportunity. Management is shared, so that all teachers contribute. The school's evaluation of its performance is mainly accurate because it is based on a broad range

of information. Subject leaders monitor and develop their subjects well and training for staff has been effective, for example, in improving standards of writing and mathematics. However, there is no common understanding about overarching priorities amongst staff and governors because the school's development plan does not focus sharply enough on standards. Although governors are well-informed about the school's work, they are not checking systematically and challenging how well it is doing with current priorities. The school consults parents and acts on their views. As a result, the school is seeking to provide parents with better information about their children's education.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

28 September 2006 Dear Pupils Rosliston CofE Primary School, Main Street, Rosliston, Swadlincote, Derbyshire, DE12 8JW I write to thank you all for the warm welcome that I received and the contribution that you made to my recent inspection. Your opinions were important in confirming what staff, governors and parents had to say about the school. I would like to share with you what I found out about the quality of education that you receive. I was very impressed with: - The politeness and respect that you show each other and your excellent behaviour. - Your eagerness to learn and the way in which you are fully involved in lessons. - The pride that you show in your school and the contribution you make, for example, through your school council. - The good progress that you make in key subjects such as English and mathematics. Rosliston CE Primary School is a good school. One of the reasons why you make good progress and develop so well as young people is the support and encouragement that you receive which helps you to learn. You also enjoy excellent relationships with all the adults in the school. You said you enjoy the clubs, activities and visits that are available and many of you told me how you take seriously the need to eat healthily and to stay fit. Your teachers check your work regularly and provide guidance to you on how you can improve. You can help in this by reviewing your own work thoroughly to see how well you are doing and to think about what you can do better. Mrs Greenwood, the staff and governors are always looking for ways of making the school even better. I have asked them to make sure that they involve the school's governors even more in checking how well the school is doing, and they agree. With all good wishes for your future at Rosliston CE Primary School Ray Jardine Additional Inspector