

# Rolleston Primary School

## Inspection report

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<b>Unique Reference Number</b>	134305
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	298608
<b>Inspection dates</b>	12–13 June 2007
<b>Reporting inspector</b>	Chris Kessell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	314
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Jaconelli
<b>Headteacher</b>	Sally Farr
<b>Date of previous school inspection</b>	17 May 2006
<b>School address</b>	Hillsborough Road Leicester LE2 9PT
<b>Telephone number</b>	0116 2782300
<b>Fax number</b>	0116 2773262

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Rolleston is an above average sized school that has been open for nearly three years. In May 2006, it received its first inspection and was given a Notice to Improve because its effectiveness was inadequate and there were significant weaknesses in the pupils' achievement and standards and the quality of teaching and learning.

The school serves an area of Leicester recognised as having high social and economic deprivation. The vast majority of pupils are from White British backgrounds. The proportions of pupils with learning difficulties and disabilities and those entitled to free school meals are above average. A significant number of pupils either join or leave the school during the academic year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school is now providing a satisfactory education. There is still some way to go but the future looks promising. A parent correctly wrote, 'The school is on the way up.' Improvement has been particularly rapid over the last six months and a number of factors have contributed to this. The monitoring and evaluation of performance, especially the quality of teaching, have been rigorous. Senior managers and staff are now working more closely as a team and governors have been particularly effective in holding the school to account. Good support and guidance from the local authority have also contributed well to improvement, particularly the input from an associate headteacher, who has worked in the school for two days a week.

Standards are still exceptionally low at the end of Year 6, particularly in English and especially writing, because the legacy of past underachievement means that some of the older pupils in particular are still 'catching up' and there are still limited opportunities for pupils to consolidate their writing skills. However, pupils are now achieving satisfactorily because the quality of teaching and learning is now satisfactory. The proportion of good teaching is steadily improving and enabling many pupils to make more rapid progress. It is not a perfect picture and, on occasions, there are still lessons where the pace of learning is slower, teachers' expectations are not high enough, and pupils' behaviour is not always managed as effectively as it should be. Children get a sound start to their education in the Foundation Stage (Nursery and Reception classes).

The pupils' personal development and well-being are satisfactory. Most pupils enjoy school and the activities provided by the school's satisfactory curriculum. For example, Year 1 and Year 2 pupils showed tremendous enthusiasm as they undertook their 'jobs' in a literacy lesson and Year 3 pupils were equally excited as they wrote 'talking sentences' in their adventure stories. Although levels of attendance have improved, they are still not high enough and the school acknowledges that the pupils affected are not able to learn and make progress as they should. Behaviour is satisfactory overall but steadily improving, as recognised by parents. The large majority of pupils are well behaved and they themselves believe that their behaviour 'is good and spoilt by a few'. The school continues to offer good pastoral care. Pupils work and play safely and there has been a huge reduction in bullying. Problems are dealt with effectively when they arise. However, the quality of information that pupils are provided with to help them achieve their learning targets varies across the school. Overall, care, guidance and support are satisfactory.

Leadership and management are satisfactory but improving. Not very long ago, the headteacher had to provide the impetus for improvement by herself, without the full support of other senior managers. This is no longer the case. Staff have become more reflective and critical of their practice and are ready to try new ideas to improve the quality of provision and pupils' achievement. The change in culture has been significant.

### What the school should do to improve further

- Raise pupils' achievement by improving the quality of all teaching to that of the best in the school.
- Raise standards in writing by developing the range of opportunities for extending writing across all subjects.

- Work more closely with parents and pupils to improve levels of attendance even further.
- Improve the quality of academic guidance so that all pupils are provided with good quality advice and support to improve their work. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. Standards in Year 6 are exceptionally low but many pupils have made good progress over the last year. Pupils reach higher standards in mathematics and science than in English because they are not so good at writing. Many pupils across the school are now making good progress as a result of better quality teaching. It is too early to see the impact of this improvement in the school's latest National Curriculum tests and assessments.

Children join the school with low attainment, particularly in language development, some aspects of their social development and their knowledge and understanding of the world. They make satisfactory progress overall in the Foundation Stage but when teaching is good, they do better. By the time the children reach Year 1, most do not reach the levels expected for their age. Standards are well below average at the end of Year 2. This year, the school has improved the proportion of pupils likely to achieve the higher Level 3 in reading and mathematics but not in writing.

Pupils with learning difficulties and disabilities make satisfactory progress. This is the result of well organised provision and the large majority of these pupils receiving good support and guidance from teaching assistants.

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

### **Grade: 3**

Pupils' satisfactory personal development, including their spiritual, social, moral and cultural development, contributes to increased rates of progress and develops self-esteem. Pupils enjoy school and most behave well. They attribute this to improved teaching. 'We learn far more now, because learning is fun', commented one Year 5 pupil. On occasions, there are still disruptions to lessons when pupils are not fully engaged in their work, but these are becoming less frequent. Pupils are aware of how to live a healthy lifestyle in relation to exercise and healthy eating, but they do not always reflect this in their choice of school dinners. Awareness of the dangers of drugs is not as well developed. Pupils make a sound contribution to the school community by, for example, taking their roles as school councillors seriously. They are proud to be involved in decision making, such as buying new equipment for the playground, and enjoy working on stalls at the Christmas Fair. Through musical and sporting events, and contributions to charity, they make a satisfactory contribution to the wider community. Although pupils are making better progress in developing their basic skills, standards in English and mathematics are still not high enough to ensure that they are adequately prepared for their next school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching is satisfactory and has improved since the previous inspection. A much higher proportion of teaching is good, resulting in faster progress for pupils and increased enthusiasm for learning. A very satisfied parent remarked of her child, 'Since she moved into her current class, when she's ill, I have to tell her the school is shut, because she still wants to go.' Typically, pupils are clear about the purpose of lessons and understand what is expected of them. Teachers have much higher expectations of pupils' work and behaviour and pupils respond positively to the higher level of challenge. Much better use is made of information about pupils' progress to plan lessons and to set appropriate targets, especially in English and mathematics. Some marking, for example English in Year 2, provides clear guidance which helps pupils to improve their work. However, the quality of feedback provided in lessons and through marking is still too uneven. In a few lessons where activities are not as engaging, pupils are occasionally distracted and interrupt the learning of others.

### Curriculum and other activities

#### Grade: 3

Children settle into school well and good emphasis is placed on developing their social skills so that they enjoy and feel positive about their schooling. Staff in the Foundation Stage give a significant emphasis to developing the children's language and communication skills, but acknowledge that progress is not yet rapid enough to make up for these limited skills. They are piloting a new phonics project next term as part of improving provision. Throughout the school, there is a better emphasis on developing pupils' speaking and listening skills. This was a weakness at the previous inspection and has improved, although there are still shortcomings when teaching is less effective. A recent review of the curriculum means that the school is looking to develop the natural links between subjects more effectively and promote writing skills across a wider range of subjects. But, as yet, limited opportunities for extended writing are a key factor contributing to the low standards in English.

The strength of the curriculum is the way teachers plan a wide range of additional activities for all pupils to support learning. There are many well planned visits out into the local area and wider world and visitors invited into school reinforce and enrich learning in many areas. Pupils enjoy these opportunities and they effectively support the pupils' personal development.

### Care, guidance and support

#### Grade: 3

Care, guidance and support are satisfactory. Pupils feel safe and can approach an adult if they have concerns or worries. The arrangements for ensuring health, safety and welfare are good and thorough risk assessments are undertaken for residential visits and trips. The support for pupils with social and behavioural needs, including those at risk of exclusion, is good. As a result, fewer pupils repeat offences and behaviour is improving. There are good links with outside agencies, particularly in supporting the more vulnerable pupils, which enables them to engage fully in the life of the school. Pupils' progress is tracked regularly and the school can readily identify underperformance and provide additional support for those who need it. All

pupils have learning targets in English and mathematics, but their understanding of these targets and the support they are offered to achieve them vary considerably.

## **Leadership and management**

### **Grade: 3**

Leadership and management are developing at a good pace. Senior and middle managers have become more skilled since the school's last inspection, although there are still some variations in performance and effectiveness. Procedures and structures to enable the school to run effectively have improved over the last twelve months and this has enabled the monitoring of school performance to be far more rigorous. Expectations are now higher and more intensive, and effective support has been provided for teachers who needed it. The headteacher, who has been admirably supported by the associate headteacher, no longer feels isolated in developing her clear vision for the school. The senior leaders and managers have an accurate picture of how well the school is performing and what is needed to improve further, and clearly have the capacity to ensure that this happens.

Governance of the school is good. Through the high quality work of the school improvement committee, governors have ensured that the school has focused rigorously on school improvement. They have been thorough in their monitoring of the school's provision and have taken a close and effective interest in the school over the last twelve months.

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## Annex A

## 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>
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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>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

14 June 2007

Dear Pupils

Inspection of Rolleston Primary School, Leicester LE2 9PT

Thank you for being so friendly and helpful when we came to inspect your school a few weeks ago. It was a pleasure to see so many of you enjoying your work and playing in the impressive school grounds. Many of you told us how much the school has improved recently. We would agree with you. It is a better school now than when it was last inspected a year ago, and is now satisfactory. We found that teaching has improved and this was something that some of you also told us. Because teaching has improved, all of you are now making satisfactory progress in your work. We have asked the school to make sure that all teaching is good so that you can all make good progress and reach higher standards.

The school looks after you all well because the staff are caring and know you well. You are provided with lots of extra activities and we were impressed that so many of you are able to go on residential visits. Some of you were able to talk to us about your learning targets in English and mathematics and how you were going to achieve them. We have asked the school to make sure that everyone gets good advice from their teachers so that they can reach their targets and improve their work. Most of you behave well and behaviour has steadily improved. However, a very small minority of you could improve your behaviour and be more considerate to others. Not all of you come to school as regularly as you should despite the school working hard to encourage you. We have asked the school to work even more closely with you, and the people who look after you at home, so that all of you come to school regularly.

The school has improved because of the hard work of the headteacher, staff and governors. The staff are now working very closely as a team to make sure the school gets even better. They have many new ideas planned for the future. You could help them with this by making sure that you come to school every day and by working hard all of the time.

Best wishes to all of you for the future.

Yours sincerely

Chris Kessell Lead Inspector