

John of Rolleston Primary School

Inspection report

Unique Reference Number	124218
Local Authority	Staffordshire
Inspection number	314849
Inspection dates	22–23 September 2008
Reporting inspector	Brian Holmes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	290
Government funded early education provision for children aged 3 to the end of the EYFS	57
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Cyril Ford
Headteacher	Ian Bateman
Date of previous school inspection	17 January 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Chapel Lane Rolleston-on-Dove Burton-on-Trent DE13 9AG
Telephone number	01283 239200
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

John of Rolleston is a larger than average primary school in a village outside Burton-on-Trent. It is situated on two separate sites: a building for Early Years Foundation Stage (EYFS) children and infant pupils in Years 1 and 2, and a building for junior age pupils from Years 3 to 6. One in six pupils travel over five miles from home to get to school. The vast majority of pupils are from White British backgrounds and there are very few pupils who speak English as an additional language. Both the proportion of pupils who are eligible for free school meals (FSM) and that of pupils with learning difficulties and/or disabilities are below national averages. The school has achieved the Healthy School award, the FA Charter Mark and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory quality of education. School leaders enable pupils to make adequate progress across the whole school. Parents like the school and have positive views, typically describing it as 'friendly, welcoming and caring'. The capacity for further improvement is satisfactory because the senior leadership team has developed a clear direction for the school, in partnership with the governing body and staff. The hard work of the staff in making the vision work is beginning to have a positive effect on pupils' achievement and standards. Children enter the school with attainment just above the level expected for their age. In the EYFS they make good progress and achieve well in the goals expected of them by the end of Reception. In Years 1 and 2, pupils make satisfactory progress to reach standards that are above average in writing and mathematics and well above average in reading. These standards are broadly maintained in Years 3 to 6, but pupils' progress in writing is slower than in the other aspects of their learning. Pupils' make sound progress due to the satisfactory quality of teaching and learning and curricular provision. The use of assessment is improving and pupils are now given good academic guidance, but the range of strategies used to interest pupils and stimulate their writing in some classes is too narrow. Some progress has been made in the curriculum to improve achievement but the school has recognised that pupils are not given enough opportunities to use their writing skills in all subjects. Strategies to check pupils' performance and their progress have been introduced, but too much responsibility has fallen on the headteacher and so improvements have not been fast enough.

The school has a strong ethos of care, guidance and support for its pupils and this results in good standards of personal development and well-being. Pupils like the school and would 'recommend it to a friend'. Their enjoyment of school is seen in their good attendance and behaviour and their positive attitudes to learning. They have a good awareness of how to stay safe and how to live healthily. Many pupils make healthy food choices and take regular exercise, for example through the 'Walking Bus'. They described how 'Fruity Friday' has become 'Fruity Everyday'. They make a good contribution both to the school and to the wider community. For example, older pupils act as 'buddies' for Year 3 pupils who have moved to the junior building. Their good standards of attainment, their positive attitudes to learning and the opportunities they have to work in teams on enterprise activities mean that they are well prepared for the next stage of their education and later life.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for the youngest children is good because it is well planned and well led and managed. Children experience exciting and interesting activities in a safe and secure environment. After two weeks of school, they show a level of confidence borne out of a clear sense of well-being. As a result, all children make good progress and by the end of Reception, standards are consistently above average.

The school has built good relationships with parents and pre-school staff. These close links ensure that children settle easily and become involved in their learning very quickly. Staff have a keen awareness of children's emotional and physical needs throughout the day. Children work and play independently because they are encouraged to do so. They enjoy good relationships with each other. Children are encouraged to think during the adult-led activities, and left to explore and find things out for themselves in the stimulating learning environment. The outdoor

learning environment is used well to extend learning and develop children's personal skills but because of the restrictions of the building, children cannot always move freely between the indoors and outdoors to pursue their play and learning.

The team of staff are well led by the phase leader. They plan together and discuss their observations of individual children daily to ensure the next day's activities build on what the children have learned. However, records of children's attainment against the goals expected by the end of Reception are not used well enough to inform planning for children's learning at the start of Year 1.

What the school should do to improve further

- Improve the rate of pupils' progress in writing in Years 3 to 6 by aising the quality of teaching, and particularly by increasing the range of strategies teachers use to interest and stimulate pupils' writing.
- Give pupils more opportunities, through the 'Creative Curriculum,' to apply their writing skills in all subjects.
- Develop the role of middle managers and governors in checking provision to improve pupils' rates of progress.

A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement in Years 1 to 6 is satisfactory. The school has made a positive start to improving pupils' achievement in writing in order to narrow the gap with their achievement in reading, which is consistently good across the school. Important factors in this process are the improved use of assessment and target setting, an increased emphasis on writing skills, and curricular initiatives to stimulate and interest boys. Despite the good start the gap between achievement in writing and reading remains, particularly in Years 3 to 6. More able pupils achieve satisfactorily and an above average proportion of pupils reach the higher National Curriculum levels in English, mathematics and science. Those pupils with learning difficulties and/or disabilities are achieving satisfactorily because of the sound levels of support they receive.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral and social development is good. Their good social development is seen in the work pupils have done to organise activities and work with the Parent's Association to obtain equipment which will improve the playground environment. Pupils' cultural awareness is satisfactory and has improved. They are more aware of cultural differences. The school recognises that the next step is to challenge pupils' understanding of the multicultural society in which they live.

Pupils' enjoyment of school is reflected in their enthusiasm about their learning and the extra-curricular activities they are provided with, which they describe as 'fun'. Pupils say that they feel safe and valued because their views are listened to. They are clear about the absence of bullying within the school and enjoy friendly, relaxed and respectful relationships with each other and all the adults. Pupils make a good contribution to the school in their role as school

councillors and to the local community through links with the historical society. They also contribute to the wider community through work to raise money for charity, such as sponsoring a child in India. Through these activities pupils are developing into sensible young citizens.

Quality of provision

Teaching and learning

Grade: 3

Teachers enjoy good relationships with their pupils and manage them well. They share the objectives of each lesson with pupils and use assessment effectively to help plan the next steps in learning. In most classes, teachers make clear to pupils how they will know they have achieved the lesson objective and give them good opportunities to check this for themselves. However, in some classes the strategies that teachers use to help pupils understand their work do not interest or stimulate them sufficiently and this slows the pace of their learning, particularly in terms of developing their writing skills. In good lessons, teachers use 'time challenges' well and give pupils good opportunities to work with each other as 'talk partners' and in small groups on independent activities. In some lessons, teachers also miss opportunities to enable pupils to extend their learning, and again this particularly applies to developing their writing skills.

Curriculum and other activities

Grade: 3

The curriculum satisfactorily meets the needs of the pupils. Strategies to narrow the gap between achievement in writing and other aspects of learning have been put in place. Phonics programmes and the Guided Writing project have led to some improvements in pupils' progress, and strategies to interest and stimulate boys have been introduced. Opportunities for pupils to apply their writing skills and other basic skills in other subjects are insufficient and the school has introduced the 'Creative Curriculum' to address this. This initiative is in the early stage of implementation and has not yet affected pupils' achievement. There are examples of good practice, for example, in the Year 6 topic on War and Peace where pupils are combining their literary, historical and ICT skills to make a film of their recent visit to Shugborough Hall. A good programme for personal, social and health education enables pupils to make good progress in their personal development. Pupils have good access to a wide range of extra-curricular activities, visits and enrichment activities. Clubs and activities develop pupils' sporting and music skills whilst the programme of visits and visitors includes several subject areas. These experiences broaden pupils' horizons and develop their personal skills well.

Care, guidance and support

Grade: 2

Staff place a high priority on the welfare and care of pupils and provide them with a happy and safe environment. Safeguarding arrangements meet requirements and risk assessments are used appropriately to promote pupils' health and safety. These measures have a positive effect on their personal development and well-being, and pupils say that they know that their teachers look after them and who they should approach if they have a problem. Good links with outside agencies such as educational psychologists ensure that all pupils, including those with specific needs, are well supported in their personal development and well-being. Academic guidance is now good and is beginning to help pupils improve their achievement. Pupils have a clear understanding of their targets and how to achieve them. Outstanding practice was seen in Year

6, where pupils helped each other to improve their work by evaluating how well they had met the lesson targets.

Leadership and management

Grade: 3

The headteacher has worked hard with the senior leadership team, and the governing body, to develop a clear direction for the school that is focused on improving pupils' achievement. This is reflected in an accurate self-evaluation of the school's performance. Systems for checking the effectiveness of teaching and pupils' performance are in place and beginning to have a positive effect on pupils' achievement. Subject leaders have a clear role and have had some impact on improving achievement in literacy in Years 1 and 2. As yet, they have not had the same effect in raising achievement in Years 3 to 6. The headteacher recognises that the rate of improvement is not fast enough at present and checking the school's performance by all leaders is not rigorous enough. Governors know the school well and fulfil their duties satisfactorily, but they too are not sufficiently involved in checking the school's performance. The school makes a satisfactory contribution to the promotion of community cohesion. Pupils' good personal development and well-being and strong links with the local community contribute positively, but their understanding of the wider community is an area the school recognises as underdeveloped.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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 learners' needs?	3
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

24 September 2008

Dear Pupils

Inspection of John of Rolleston Primary School, Burton-on-Trent DE13 9AG

Thank you for being so welcoming and helpful when we visited your school. We thought you were polite and friendly. We enjoyed talking to you and listening to what you had to say. We know you like your school and enjoy going there. We think that John of Rolleston is a satisfactory school with some strengths. These are the main things we found out about your school:

- You make satisfactory progress in your work and reach good standards in your reading and writing, although your reading is better than your writing.
- You behave well and have good attitudes to your learning.
- You have a good understanding of how to live healthily and how to stay safe.
- You like coming to school and enjoy the wide range of clubs and extra activities provided for you.
- You understand how to improve your work.
- You are well looked after by all the adults in school.
- All the adults in school work hard to help you do your best.

In order to make the school better, we have asked the school to:

- help those of you in Years 3 to 6 improve your achievement in writing by raising the quality of teaching to make some of your lessons more interesting, and by giving you more opportunities to use your writing skills in other subjects
- make sure that those teachers in charge of subjects check more carefully how well you are doing, so that your progress improves in all subjects.

You can help by continuing to work hard and behave well.

Best Wishes

Brian Holmes Lead inspector