

Rosslyn Park Primary and Nursery School

Inspection report

Unique Reference Number	134425
Local Authority	City of Nottingham
Inspection number	328903
Inspection dates	4–5 February 2009
Reporting inspector	Martin Newell

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	491
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Josephine Tucker
Headteacher	Mr Chris Turner-Rowe
Date of previous school inspection	13 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Amesbury Circus Aspley Nottingham NG8 6DD

Age group	3–11
Inspection dates	4–5 February 2009
Inspection number	328903

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Age group 3–11

Inspection dates 4–5 February 2009

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Rosslyn Park is a much larger than average sized primary school. The proportion of pupils eligible for free school meals is well above the national average. The school serves an area of high social deprivation and a large number of pupils start or leave the school at other than the usual times. The percentage of pupils with learning difficulties and/or disabilities is above the picture found nationally although the number of pupils with a statement of special educational needs is low. These pupils typically experience moderate learning difficulties, or behavioural or emotional difficulty or are at different points on the autistic spectrum. Most pupils are from White British backgrounds but a range of different minority ethnic groups are represented in school and a small number of these pupils is at an early stage of acquiring English. Early Years Foundation Stage provision is made for children in the Nursery and Reception classes. The school provides two very well attended breakfast clubs on a daily basis and these are managed by the governing body.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Rosslyn Park is a satisfactory school with areas of good performance. This is a school where improvements are gathering pace and the trend of low performance when pupils leave the school is being reversed. However, there is still work to be done to improve standards and achievement by the end of Year 6. Improvement since the last inspection has been satisfactory and the capacity for continued improvement is also satisfactory. Parents are happy with the school, with a number commenting on the good quality of its teaching and care.

Children start at the school with exceptionally low levels of attainment. However, they get off to a good start in the nursery and reception classes and in Years 1 and 2. Although standards remain well below the national average by the end of Year 2, this nevertheless, represents good progress given the starting points. Much of this is due to good and at times better teaching. In the past, pupils have not been doing well enough during their time in Years 3 to 6 and standards have been low when pupils leave the school. The picture here is now changing for the better with pupils of all abilities and ethnic backgrounds making at least satisfactory, and in some classes, good progress. Standards are getting stronger and there is significant evidence to show that further improvements are likely this year and stronger still in 2010. Although standards are well below average in writing and pupils' investigative skills, they are better and only below average in reading and number skills. Teaching in Years 3 to 6 is satisfactory overall, although in individual classes, it is often good. This is leading to much swifter progress because lessons move at a fast pace, tasks are well matched to pupils' abilities and teaching fills pupils with interest, enthusiasm and motivation. These qualities are not yet present in all lessons, however, and improvements are still needed to ensure consistently good progress and achievement.

Pupils' personal development is satisfactory. Although many pupils are well behaved and have good attitudes to learning, a decreasing minority show a lack of self-discipline and motivation. Pupils have a good understanding of what is needed to follow healthy and safe lives. Despite the school's concerted and continuous efforts to promote good attendance, some parents do not readily respond and as a result attendance levels are well below the national average. The school is also seeking to reach out more to parents and develop stronger community cohesion where all parents are active participants in their child's learning. The curriculum on offer is satisfactory with a good array of enrichment activities, including an extensive range of after school clubs which pupils greatly enjoy. The school has rightly identified the need to provide more learning activities that hook and maintain the interest of pupils and which allow them to develop their basic skills and enquiry skills across different subjects of the curriculum. Care, guidance and support are satisfactory but pastoral care is good because staff go the extra mile in meeting pupils' often complex behavioural, social and emotional needs. Academic guidance is satisfactory but is not yet utilised to greatest effect to have the best possible impact on pupil achievement.

Leadership and management are satisfactory. Leaders at all levels, including governors, share a vision and commitment to raising standards and to improving the rate at which pupils progress. They recognise, however, that they must utilise the plentiful information they collate from evaluating teaching and analysing test data more effectively so that it brings about improvements at a faster pace.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children join the school with skills that are extremely low for their age. All children make good progress and their skills improve well, although standards remain low when they start in Year 1. The curriculum provision is good and organised well. In recognising the poor levels of language, the school has introduced a more rigorous and structured approach to developing children's knowledge of sounds and letters and this is proving successful. Adults provide the children with good balance between teacher led activities and opportunities for them to choose for themselves and they take every opportunity to help them talk and to develop their key skills. Teaching is good and the teaching assistants make a strong contribution to children's learning. Adults are supportive and encouraging, which develops children's confidence and independence. The outdoor learning environment is attractive and teachers' planning indicates that it is used well to support learning. Good arrangements exist to ensure the health, safety and welfare of children and staff promote well the importance of eating healthily and playing safely. Leadership and management are satisfactory. Staff work well together and carefully monitor children's progress. However, data analyses and monitoring of learning are not always rigorous enough to bring about even further rapid progress.

What the school should do to improve further

- Increase the amount of good and better teaching to raise standards and to ensure that good progress is the norm across the school.
- Ensure that leaders at all levels make the most effective use of information from the monitoring of teaching and analyses of data to bring about sustained improvements in teaching, standards and achievement.
- Make learning more engaging, exciting and relevant for pupils by developing pupils' literacy, numeracy, problem solving and enquiry skills across different subjects.
- Explore further avenues to engage parents and carers in playing their part to the full in ensuring their child's good attendance and in supporting their learning.

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

Children's language and communication skills when they first start school are very poor but they flourish in the early years and make good progress. This continues across Years 1 and 2 even though standards remain well below the national average at the end of Year 2. The picture in Years 3 to 6 is more complex. Since the school's amalgamation three years ago, there has been a trend of low attainment and under achievement with standards at times being exceptionally low when pupils leave the school. However, there is significant evidence from lesson observations, pupils' work and the school's tracking information to indicate that the corner has been turned. Pupils of all abilities, including the more and less able and pupils from different ethnic minority backgrounds, are currently making at least satisfactory progress and in some classes, good and better progress. Thorough sampling of pupils' work suggests that standards are higher than in previous years and the school is on track to see better results in 2009 and even higher results in 2010. Pupils' work in their books indicates a better picture of

attainment than seen in national test results. The school recognises that there is still a job to do in tackling the legacy of underachievement and ensuring that the recent trend of improvement is built on and sustained.

Personal development and well-being

Grade: 3

Most pupils enjoy coming to school, have positive attitudes to learning and behave well. There are a number of older pupils, particularly boys, who behave less well and show indifference to learning which at times adversely impacts on standards. However this number is decreasing year on year. The school works tirelessly at promoting good attendance but some parents do not respond positively enough and as a result attendance is well below the national average. Pupils say there are occasional instances of bullying but because any incidents are tackled robustly and adults are always there if they have any problems, pupils also confirm that they feel safe and secure in school. They have a satisfactory understanding and awareness of spiritual, moral, social and cultural traditions. They make a satisfactory contribution to the school community and the school council are rightly proud of their achievements, particularly with regard to their suggestions for the tuck shop and contributions to the new behaviour policies. Pupils are happy to take on responsibilities in school and beyond and are rightly eager to take on more. They have a good understanding of the importance of exercise and a healthy lifestyle; this is recognised in the recent achievement of the Healthy Schools award. The improving picture of achievement and pupils' social skills means that they are adequately prepared for the next challenges in their educational lives.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory but is improving, and the majority of the teaching, across the school, observed during the inspection was good. More work still needs doing to tackle the remnants of underachievement in Years 3 to 6 and to ensure that good and better teaching are the norm. In many lessons teachers manage pupils well and work hard at building up their confidence and self-esteem. Good use is often made of the interactive whiteboards to provide engaging learning stimuli. Teaching is at times close to outstanding because activities are exciting, well matched to the differing abilities of the pupils and move along at a cracking pace. Knowledge and skills are taught in easily assimilated 'bite size chunks', expectations are high and pupils are expected to take some responsibility for their own learning. When these features are not present, however, the pace and urgency of learning are not fast enough to make up lost ground in pupils' previous learning. While there are some excellent examples of marking of pupils' work, marking does not consistently point out what pupils need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features. The provision made for developing pupils' basic skills has improved and is now satisfactory. The 'MegaRead' and 'Reading Champions' projects provide good support for pupils who have fallen behind with their reading. The weakness is that curriculum provision is not effective enough in enthusing and engaging the pupils. There are not enough opportunities for pupils to develop literacy, number, problem

solving and thinking skills in relevant and exciting ways across different subjects. The curriculum is enriched by Spanish which is taught in Key Stage 2 and a link has been established with a school in Madrid which has enabled pupils to correspond with their Spanish counterparts. Provision in music is strong with all pupils in Year 4 learning an instrument. There is an exceptional choice of after-school clubs. These include cooking, dance, drama and the school choir while ice-skating and fencing are among the extensive range of sporting activities.

Care, guidance and support

Grade: 3

There are robust procedures for child protection, safeguarding and health and safety, which ensure that pupils are able to learn and play in a safe setting. The school has put much effort into improving pupils' behaviour and for most it has paid off. A comprehensive programme of personal, health and social education, supported by visiting experts, encourages pupils to stay healthy and safe. Support and strategies for dealing with pupils with emotional and behavioural problems is a real strength and has seen a reduction in the number of disaffected learners. This work is coordinated by the learning mentors and unpinned by a range of outside agencies. Pupils with particular learning needs, including those whose first language is not English, receive good support. The school has two popular breakfast clubs, one of which provides a calming start to the day for vulnerable pupils. Both are well led and offer a wide range of interesting activities. Academic guidance is satisfactory. Good procedures for assessing and tracking pupils' progress have become increasingly embedded but the setting of challenging enough targets and pupils' knowledge of their own targets are not established enough to have the best possible impact on achievement.

Leadership and management

Grade: 3

The headteacher is committed to improving standards and accelerating the progress of pupils. Since the school's amalgamation the headteacher has been building up a greater sense of shared vision and strategic planning to help this become a reality. The school's self evaluation indicates a good awareness of strengths and weaknesses. Leaders at both senior and middle levels contribute appropriately to monitoring and evaluating teaching, standards and pupil achievement. However, the information gained from these monitoring strategies and data analyses is not always used rigorously enough to bring about change and improvement at a fast pace. The school is now tackling this issue with renewed vigour. The headteacher does much to reach out to parents and the local community and to engage them in children's learning but this is work in progress. The school does well at enabling pupils to recognise that they are part of a wider and culturally diverse society. Governance is satisfactory. Governors are supportive of and committed to the school but recognise the necessity to play a more active and formal role in holding the school to account for its work and performance.

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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?	3
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?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
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	3
The attendance of learners	4
The behaviour of learners	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	3

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?	3

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**

6 February 2009

Dear Children

Inspection of Rosslyn Park Primary and Nursery School, Nottingham, NG8 6DD

You may remember that we visited your school not too long ago and this letter is to let you know what we found out. Before I do this, I would like to thank you for being so helpful and a special thank you to the members of the school council and the Year 6 pupils that spoke to Mrs Rogers. It was good to hear that many of you enjoy school and feel safe and secure there. It was also good to hear that even though bullying occasionally happens, staff quickly sort it out and if you have any worries or concerns there is always someone to talk to.

We found that yours is a satisfactory school and it has some good features. The youngest children get off to a good start and this continues in Years 1 and 2. The progress that children make in Years 3 to 6 has not been good enough in the past but it is getting better and progress now is at least satisfactory. This is because teaching has improved and, like progress, is getting better, although there is still work to do. The school looks after and cares for you well and there are very many after school clubs, which I know you really enjoy. While many of you behave well a minority find it more difficult. I am sure that these children could learn how to behave well by following the good model set by most of you! You have a good knowledge of what is needed to follow healthy and safe lives and we agree with you when you say that you are ready to take on more responsibilities around the school.

Mr Turner-Rowe, the governors and all the staff want the school to become even better and stronger, and to help this to happen we have made some suggestions. We think the school needs to make more teaching good so that you all make good progress. We'd also like teachers to make lessons and the curriculum more exciting by giving you activities where you can develop your skills through different subjects. We'd like the senior teachers to check teaching and see how well you are doing and use the information to help make learning more fun. Finally, we want the school to work with your parents and carers and make sure you all attend regularly.

All the staff will be working hard to make these things happen and you can help by always trying hard and behaving well. We wish you every success in the future and it was a pleasure to meet you.

Best wishes

Martin Newell

Lead inspector