

Round Hill Primary School

Inspection report

Unique Reference Number	122707
Local Authority	Nottinghamshire
Inspection number	340195
Inspection dates	22–23 April 2010
Reporting inspector	Jim Griffin

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair	Brian Taylor
Headteacher	Adrian Nash
Date of previous school inspection	15 January 2007
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Introduction

This inspection was carried out by four additional inspectors. The team observed 15 teachers, covering 29 lessons or parts of lessons. Two lessons were jointly observed with the headteacher. The inspectors held discussions with governors, the headteacher and other staff, the school council, a group of older pupils and with the school improvement partner. They looked at a range of other information, including data showing the progress made by pupils and samples of their work. Questionnaires returned by 168 parents, 92 pupils and 20 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current pupils' performance and whether the previous decline has been halted and preferably reversed
- the support and performance of pupils with special educational needs and/or disabilities
- the teaching of writing and whether the work to improve pupils' writing standards provides the right level of support and challenge for all learners
- the impact of the monitoring and evaluation work of governors, senior and middle leaders.

Information about the school

Round Hill is a larger than average sized primary with an admission's limit that results in two classes in each year group. It serves a mixed community to the west of the city of Nottingham. Fewer pupils are entitled to free school meals than is usual nationally. Three in every four pupils are White British; others come from a diverse range of minority ethnic backgrounds. These include Other White backgrounds as well as Pakistani, Indian, Chinese, African and Caribbean. While 14 different languages are spoken in all, the percentages of pupils who use English as an additional language is below average, and very few are in the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is below average.

A new headteacher has been in post for one term. This followed a considerable period of instability in senior leadership and the trauma associated with the death, following a period of illness, of the previous, permanent headteacher.

The school has Eco Bronze, ICT Mark and Investors in People awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school that is in the early stages of reversing a previously downward trend in performance. Pupils feel safe and valued in this welcoming school because staff know them well and provide good levels of care. Relationships throughout the school are good. Nearly all the pupils are polite, have positive attitudes towards their learning and enjoy coming to school. Pupils' attendance levels are excellent. They are keen to contribute to the school community and take their responsibilities seriously.

Children get off to a satisfactory start in the Early Years Foundation Stage, joining Year 1 with standards that are broadly those expected for their age. From Years 1 to 6 pupils' attainment remains broadly average in all subjects. Pupils' progress is satisfactory in mathematics, reading and science but slower in writing. Pupils' attainment by the end of Year 6 is not currently as high as it should be. Monitoring work has begun to improve the quality of teaching and the use of assessment information, but this is still too variable in quality to support good progress. Based on analysis of the performance of previous year groups, the progress made by lower attainers, especially pupils with special educational needs and/or disabilities, was a concern. The school has started some concerted work to improve the provision and support for these pupils. This work is leading to improvement but there is still more to do.

Over the past term, the new headteacher has established both the consensus and momentum to begin to improve the school's performance. As a result, the most important improvement priorities are widely understood by staff. A robust system to track and review pupils' progress is also having a positive impact, as it supports the rigorous evaluation of all improvement work. The contribution of middle leaders, whilst improving, is currently no better than satisfactory. The governing body is beginning to find a better balance between its support and challenge for the school. To date, governors have not given enough attention to the strategic part of their role, around setting challenging targets for school's performance that form the basis for school evaluation. Clear identification of improvement priorities, successful early action and good teamwork indicate the school has satisfactory capacity to sustain improvement into the future.

What does the school need to do to improve further?

- Raise standards in English (especially in writing), mathematics and science, so that they are significantly above average, by ensuring that:
 - teaching is at least good across the school

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- learning activities are appropriately challenging to meet the needs of all groups of learners
- pupils are given clear guidance on what they must do to take the next steps in learning, based on the use of regular assessment of their progress in lessons.
- Improve leadership and management, by:
 - increasing the effectiveness of middle leaders so that they have a greater impact through monitoring and evaluation in their areas of responsibility
 - ensuring the governing body takes a greater part in determining the strategic direction of the school and makes a greater contribution through their monitoring and evaluation of the work of the school.
- Improve the progress of lower attaining pupils, including those with special educational needs and/or disabilities, by ensuring that:
 - the effectiveness of the provision is closely monitored and evaluated
 - these pupils are provided with consistently good support in lessons.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' attainment is broadly average in Years 1 to 6. Observations of lessons and other inspection evidence, show that learning in most year groups, although never unsatisfactory, varies according to the quality of teaching, and this is reflected in pupils' progress. More systematic use of assessment information is beginning to increase pupils' progress, but this is not yet a consistent feature. Leaders have correctly identified the need to improve pupils' writing skills. The use of a proprietary scheme to support writing as well as more topic work that is attractive to boys is having a positive impact. Evidence from lessons and the school's assessment information shows that pupils with special educational needs and/or disabilities now make satisfactory progress.

Pupils' enjoyment of school is seen in their high attendance. They behave well, have a good understanding of personal safety and how to reduce risks, whether on the internet or during journeys to and from school. They understand that exercise and a balanced diet are vital to their healthy development. The school council provides a useful forum for pupils' views and older pupils taken on responsibilities in the playground and in the dining hall. Pupils' average standards in basic skills and positive personal qualities provide a secure base for their future economic well-being. Their spiritual, moral, social and cultural development is good; this is enhanced by the diverse range of backgrounds of pupils.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although the quality of teaching and learning is satisfactory overall, there are some recurring strengths in most lessons. For example, relationships between staff and pupils are good and interactive whiteboards are well used to support learning. Most teachers have good strategies to involve pupils through questioning, discussions in pairs and by getting pupils to share their understanding with the rest of the class. However, lesson introductions are often too long; assessment of learning in lessons is weak in too many lessons. Consequently, the work does not always provide the right level of challenge for all learners and opportunities are missed to correct pupils' misunderstandings during lessons. The systematic correction of misunderstandings is still an important issue especially for less able learners, including those with special educational needs and/or disabilities. While there is some good marking of English in Year 6, the quality is too variable in other year groups and subjects to support effective learning.

The curriculum gives appropriate attention to the teaching of literacy and numeracy and provides pupils with a range of enriching experiences. Redesigning of the curriculum around six areas of learning is underway and pupils talk about their lessons becoming more interesting and connected. Pupils benefit from a good range of extra-curricular activities, covering sport, music and the arts. These are greatly enjoyed and well attended by pupils of different ages. The provision and support for pupils with special educational needs and/or disabilities has improved and is now satisfactory.

The good relationships between adults and pupils promote a caring environment where all pupils and their needs are well known. There is good use of outside agencies to support vulnerable pupils and their families. Induction arrangements and transition

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arrangements to secondary school are well established and effective.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has quickly won the confidence of staff. He has a clear sense of direction and has focused on a few, well-chosen priorities for improvement. Leadership is now shared more widely, with subject and other middle leaders, who are beginning to get to grips with their responsibilities. The headteacher rightly recognises that further strengthening of middle leadership is vital to move the school forward in a sustainable way. The management of teaching and learning is now good, and is based on regular, accurate monitoring by senior leaders. This work is already addressing weaknesses in teaching and is now starting to improve pupils' progress.

The governing body has successfully appointed a new headteacher. They are very supportive of the school and now have a sharper understanding of the key improvement priorities. They recognise that the lack of a longer term strategic plan has reduced their contribution to shaping the direction of the school or to holding senior staff accountable. The school has put in place secure arrangements to safeguard the welfare of pupils and to make sure that those working with them are properly vetted. There is a good partnership with parents, from before children start in the Foundation Stage Unit. Most parents feel well informed about their children's education, based on very high attendance at consultation meetings, for example. Good links with a wide range of outside agencies make a significant contribution to pupils' learning and well being. The effectiveness of its positive measures to promote equal opportunity is compromised by the weaker performance of less able pupils. The school promotes community cohesion satisfactorily. The school community is harmonious and enjoys good links with the local community. It is in the early stages of implementing an action plan to forge links with a range of different, UK communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Pupils make satisfactory progress in the Foundation Stage Unit. Most children join with knowledge and skills that are at least consistent with those expected for their age. Pupils' personal and social skills are somewhat higher than usually found while early language and literacy skills are relatively weak, especially in writing. By the time they leave the unit, almost all have reached the goals expected nationally and a minority exceed these levels. Writing is the weakest area and opportunities that arise to develop children's early writing skills across all areas of their learning are not always taken. The quality of teaching is satisfactory, in many respects mirroring that found in the rest of the school. While some teaching is undoubtedly good, especially in terms of extending the more able learners, the use of assessment information to support less competent learners is not a consistently, good feature. There is a good range of resources both in the classrooms and in the outdoor area. The balance between adult-directed and child-initiated is appropriate. Leadership and management is satisfactory.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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Based on their response to the questionnaires and additional written comments, parents and carers are positive about the school's work. They are particularly positive about their children's enjoyment of school, the way the school keeps their children safe and helps them to have a healthy lifestyle. Inspectors' findings confirm these positive views. A small minority of parents do not feel their children are making enough progress and some have concerns about behaviour, especially in the playground. Inspectors agree with the parental concerns about the slow progress made by pupils in writing and in some classes. Action has begun to improve pupils' progress in writing and more generally through improving the quality of teaching. During the inspection, no unsatisfactory behaviour was observed in lessons or elsewhere.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Round Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 168 completed questionnaires by the end of the on-site inspection. In total, there are 432 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	63	57	34	6	4	0	0
The school keeps my child safe	119	71	46	27	1	1	0	0
The school informs me about my child's progress	68	40	90	54	7	4	2	1
My child is making enough progress at this school	79	47	70	42	12	7	1	1
The teaching is good at this school	91	54	71	42	4	2	0	0
The school helps me to support my child's learning	71	42	84	50	8	5	0	0
The school helps my child to have a healthy lifestyle	100	60	64	38	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	70	42	74	44	4	2	1	1
The school meets my child's particular needs	79	47	75	45	4	2	1	1
The school deals effectively with unacceptable behaviour	62	37	78	46	14	8	2	1
The school takes account of my suggestions and concerns	66	39	89	53	3	2	0	0
The school is led and managed effectively	58	35	93	55	2	1	3	2
Overall, I am happy with my child's experience at this school	97	58	64	38	7	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Tuesday 27 April 2010

Dear Pupils

Inspection of Round Hill Primary School, Beeston , NG9 1AE

Thank you for the friendly welcome you gave me and my colleagues when we visited your school. We enjoyed talking to you, visiting your classes and looking at your work. You helped us to get to know your school and this letter is to tell you what we found during the inspection. Your school is a satisfactory one. Here is a list of some of the things we liked most.

Your attendance is excellent.

The staff look after you well and you feel safe in school.

You are developing a good understanding of how you can stay healthy and happy.

You make a good contribution to the school and the local community.

You are developing well spiritually, morally, socially and culturally.

We were very impressed with the variety of after-school clubs provided for you.

The school and your parents work well together to make the school a better place for all of you.

The teachers want to improve your school and we are trying to help them with this.

Here are three things that we want your school to concentrate on.

Provide you with more challenging opportunities to speed up your learning in English (especially in writing), mathematics and science.

Make sure that all adults, including the governing body, are closely involved in checking improvements in your learning.

Improve the progress made by pupils who find learning more difficult.

We are sure you will continue to work hard and help the school to go from strength to strength.

Yours sincerely

Jim Griffin

Lead inspector

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