

# Rolleston Primary School

## Inspection report

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Unique Reference Number	134305
Local Authority	Leicester City
Inspection number	341453
Inspection dates	15–16 September 2009
Reporting inspector	Michael Smith HMI

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

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Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair	Janet Jaconelli
Headteacher	Sally Farr
Date of previous school inspection	12–13 June 2007
School address	Hillsborough Road Leicester LE2 9PT
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Age group	3–11
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff, pupils and parents. They observed the school's work, and looked at various school documents.

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

- the impact upon teaching and learning of the curriculum changes
- opportunities for pupils to enhance writing across the curriculum
- the impact of leadership and management, including governors, in raising standards and holding staff to account.

## Information about the school

Rolleston is an above average sized school which opened in 2004. Pupils come from an area of Leicester recognised as having high social and economic deprivation. The vast majority of pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average, and the proportion entitled to free school meals is well above average. The school gained Investors in People reaccreditation in February 2008.

The school was inspected in December 2008 as part of the science survey programme with a focus on scientific enquiry.

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?

2

The school's capacity for sustained improvement

2

## Main findings

At the time of the previous inspection the school was judged to be satisfactory and the report commented 'There is still some way to go but the future looks promising.' This promise has been fulfilled because now the school provides a good standard of education. The very strong and determined drive by the highly effective headteacher, ably supported by the senior leadership team, staff and governors, has ensured sustained improvement to the quality of teaching, the effectiveness of the curriculum and higher standards. Staff are effectively held to account for their work. Results in Key Stage 2 tests have improved so that now they are generally above average. This demonstrates good progress for pupils and children who enter the school with skills below those expected for their age. Work observed in books showed that the school had made improvements to the science curriculum in line with those recommended by the science inspection. All of these improvements, along with its comprehensive self-evaluation and aligned improvement plan, demonstrate a good capacity to improve further.

Pupils feel safe within school and have been prepared well for their futures. Attendance has improved over the last few years and is now average. However, too many pupils miss school unnecessarily and this is preventing the figures from being better. Pupils enjoy exercising and many take part in additional sports activities. However, whilst some take up the healthy eating options available they do not have a good understanding of why it is important to eat specific items or how issues like hygiene are an integral part of being healthy.

The school makes a strong contribution to the local community. It has good relationships with parents and carers and good use is made of its facilities to enhance opportunities within the area. The revised curriculum is effective in stimulating pupils to improve their writing through a variety of activities and visits but pupils have limited opportunities to systematically learn about different groups and ways of life outside of Western Europe.

What does the school need to do to improve further?

- Raise levels of attendance to above average by working closely with parents to ensure pupils do not take unnecessary time off school.
- Ensure pupils have a better understanding of why it is important to stay healthy so they are better able to make informed choices with their meals and also they recognise that areas like hygiene are important elements of this aspect.

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- Enhance opportunities for pupils’ understanding of people from different cultures beyond Western Europe.

## Outcomes for individuals and groups of pupils

2

Pupils start Year 1 with standards below average, particularly in writing. Over the last few years standards at the end of Key Stage 2 have been improving whilst still remaining below average. Last year the full impact of the schools revised curriculum and improved teaching came to fruition when overall standards and those in mathematics and science were above average. Standards in English remain broadly average with the school rightly recognising that more needs to be done to improve writing. These results, along with the observations of lessons during the inspection and work in pupils’ books, show that pupils now make good progress and enjoy school.

Pupils’ good social and moral development is exemplified by their good behaviour. They show respect for visitors and are polite and friendly to adults. They follow rules well becoming increasingly independent as they go through the school. They are caring of each other and behave safely and sensibly; lively play seldom becomes over boisterous.

Good spiritual development is enhanced by opportunities for pupils to reflect upon their learning. They take a delight in finding about the wider world and about themselves, exemplified by a class who were fascinated by Egyptian funerary practices. Pupils have good relationships with each other regardless of gender or ethnicity, and are sensitive to each other’s feelings.

There are many strong elements to pupils’ cultural development, and they respond well to opportunities in music and art. The art work completed by last years Year 6 pupils is particularly impressive and is rightly celebrated and exhibited. Pupils also show imagination and care in work in poetry. However, much of pupils’ cultural understanding is related to western cultures, and their understanding of the cultures of the wider world, and the variety within Britain, is less developed.

### *These are the grades for pupils’ outcomes*

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2

<sup>1</sup> 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' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
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	2
Taking into account: Pupils' attendance <sup>1</sup>	3
The extent of pupils' spiritual, moral, social and cultural development	2

### How effective is the provision?

Pupils made good progress in the majority of lessons observed. This is because good teaching is well matched to pupils' abilities. In the best lessons, teaching quickly engages and enthral pupils who are working well on tasks and show good group and independent working skills. Teachers question pupils well and use responses effectively to identify misconceptions or use as teaching points for further exemplification. Pupils with identified behaviour difficulties cope well in class because of teachers' strong behaviour management skills and sensitive help from support staff. The work of the class is seldom disrupted. Teachers have high expectations of their pupils and relationships are very positive. Teaching assistants are used very well to enhance and support the learning of specific groups within lessons.

Assessment is effective in identifying how well pupils have achieved and giving them suitable advice on how to improve. Because the inspection took place very early in the school year as yet all pupils did not know their targets although in classrooms group targets have been set and are displayed.

The curriculum is enhanced with a rich variety of educational visits and visitors. Good use is made of these visits to give pupils a focus for extending and improving their writing skills. Pupils have opportunities to go on residential trips. They enjoy these and they are useful in showing them more rural aspects of the locality and also giving them opportunities to work alongside children from other schools who have different ethnic mix. There are a variety of sports clubs which pupils enjoy as well as learning to swim whilst in school. All pupils in Year 3 are learning to play a stringed instrument.

Pupils say they receive good care. They feel safe and the school ensures it maintains systems which are as effective as possible to ensure their safety. Vulnerable pupils are well supported and those with learning difficulties and/or disabilities receive good additional help with their work. The home school worker is pivotal in ensuring closer liaison with homes and has helped improve the attendance for some pupils.

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*These are the grades for the quality of provision*

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

How effective are leadership and management?

The headteacher's ambition and drive to turn around a school which was judged to be inadequate in 2006 and to make it a success has been central to why the school now provides a good standard of education. She has been well supported by the senior leadership team, all staff and an effective and dedicated governing body who all share this commitment and ambition. High expectations are made of staff who respond well and ensure pupils are well cared for and make good, and improving progress. A commitment and belief that all pupils can succeed are at the centre of the drive to raise standards and demonstrate good equality of opportunity.

The school works well with partners, particularly the local authority, whose support has been crucial in improving the quality of teaching. Parents are regularly given opportunities to express their views and many enjoy the curriculum days when they can work alongside their child. The school makes a very good contribution to the local community, utilising the expertise of the governors very well to identify areas of concern and also evaluating how effective the support has been. However it has not yet systematically ensured pupils gain a good understanding of communities across the globe.

Governance is good; it holds the school to account and is very supportive. Governors regularly receive feedback from pupils and evaluate key areas of provision, including ensuring equality of opportunity. For example, they have recently looked at the way the school supports higher attaining pupils and made suggestions on how this could be improved. Governors also ensure the school's good safeguarding procedures, policies and practices are sufficiently rigorous. The school provides good value for money.

*These are the grades for leadership and management*

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2

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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	2
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	2

### Early Years Foundation Stage

Clear and effective leadership and management of the Early Years Foundation Stage ensure that every child enjoys their time, and is able to make good progress. As one child summed it up ‘I like playing with everything.’ The majority of children enter Nursery with language skills well below those expected for their age. There is a strong emphasis on developing language and communication skills enabling children to access all areas of learning. Staff have a good understanding of the requirements for Early Years Foundation Stage. They use observations and assessments well to inform planning and provide many rich experiences for the children. As a result, children make good progress in all areas of learning achieving levels which are just below the expectations for their age.

Children learn in a warm, welcoming and safe environment. From the start of their time in Nursery children develop independence in hygiene routines, are able to access activities of their choice, both indoors and outside, and learn to work and play safely together. The availability of healthy snacks and plenty of physical activity ensure that children are beginning to learn about keeping healthy. Close links with parents/carers are established through home visits and parents speak of being confident that they know what their children are learning.

*These are the grades for the Early Years Foundation Stage*

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### Views of parents and carers

Parents are generally extremely supportive of the school. The returned questionnaires were positive and any areas of concern by a few parents were

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counteracted by the very positive responses from the vast majority. A few comments sometimes identified concerns, for example behaviour, but the inspection evidence suggested these were not typical or major. One parent said, reflecting the views of others, 'The teachers at the school have an amazing passion for their job, the school and the children they teach.....its lovely to see (my daughter) excited to go to school each morning.'



### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rolleston 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 316 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	45%	18	55%	0	0%	0	0%
The school keeps my child safe	13	39%	20	61%	0	0%	0	0%
The school informs me about my child’s progress	6	18%	24	73%	3	9%	0	0%
My child is making enough progress at this school	6	19%	24	75%	1	3%	0	0%
The teaching is good at this school	9	27%	23	70%	0	0%	0	0%
The school helps me to support my child’s learning	8	25%	20	63%	4	13%	0	0%
The school helps my child to have a healthy lifestyle	9	27%	24	73%	0	0%	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)	7	21%	24	73%	2	6%	0	0%
The school meets my child’s particular needs	6	18%	25	76%	1	3%	0	0%
The school deals effectively with unacceptable behaviour	4	12%	20	61%	8	24%	1	3%
The school takes account of my suggestions and concerns	5	15%	23	70%	5	15%	0	0%
The school is led and managed effectively	6	18%	21	64%	4	12%	1	3%
Overall, I am happy with my child’s experience at this school	9	27%	24	73%	0	0%	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 all 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

17 September 2009

Dear Pupils

Inspection of Rolleston Primary School, Leicester, LE2 9PT.

I visited your school recently with my colleagues and met some of you at lunchtime and talked to others during lessons and at break. We were very impressed with your friendliness and helpfulness and how proud you are of your school. We liked the excellent artwork on display, particularly that which was completed by Year 6 pupils last year. We agree with many of you who said what a good school it is and how you enjoy the work and play. Some of you take too much time off school and we have asked the school to work with your parents to make sure attendance improves. You can help by making sure you are not absent unnecessarily.

Your teachers and the other adults in school take good care of you. You enjoy a variety of good lessons and an exciting curriculum. I was impressed with your responses to your visit to the museum to see the ancient Egyptian artefacts and how well you could remember the gruesome detail of how they cut up bodies and placed parts of them in jars. You also go on a variety of residential visits and I noted how you enjoyed visiting the seaside at Great Yarmouth. You support your local community well but we have asked your school to let you know more about growing up in other parts of the world. The standards you all reach in subjects have improved greatly, particularly last year, but we agree with your school that writing could improve still more.

You have a good understanding of what you need to do to become fit through exercise and many of you take part in a variety of sports. However, you do not always understand what is needed in your diets to remain healthy so that you are able to make the best choices when selecting your cooked meal or packed lunches or realise how important being hygienic is to staying healthy. Again this is an area you can work with the school to improve. You behave well around school and enjoy good lessons so that you learn well and make good progress.

The school is well led so that you feel safe and well cared for. Your views and those of your parents are taken into account well, for example you are able to inform governors what you feel needs improving.

I wish you well in this good and supportive school. Thank you again for your cooperation.

Yours sincerely  
Michael Smith HMI

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