

Rosliston CofE Primary School

Inspection report

Unique reference number	112851
Local authority	Derbyshire
Inspection number	378581
Inspection dates	23–24 January 2012
Lead inspector	Alan Lemon

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Brian Matkin
Headteacher	Elizabeth Greenwood
Date of previous school inspection	26 September 2006
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Age group	4–11
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Introduction

Inspection team

Alan Lemon

Additional inspector

This inspection was carried out with two days' notice. Eight lessons were observed involving four teachers. Meetings were held with groups of pupils, staff and a representative of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of the school's documentation including data and reports on pupils' progress, policies and procedures for safeguarding pupils. Forty two questionnaires completed by parents and carers were scrutinised along with questionnaires completed by 70 pupils.

Information about the school

The school is much smaller than the average sized primary school. Almost all pupils are of White British heritage and many fewer than average are known to be eligible for free school meals. The percentage of pupils who have a disability or special educational needs is broadly average. Classes, other than in Reception, are in mixed year groups.

The school has met government floor standards for pupils' performance in English and mathematics. It has Healthy School status, Activemark and the South Derbyshire Physical Education and School Sport Champion School Silver Award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school whose distinctive ethos, care and support for pupils creates the cohesive community which parents value for developing their children’s well-being, learning and achievement.
- The school promotes pupils’ spiritual, moral, social and cultural development effectively. Pupils have good regard for the school’s values and rules, treat each other and staff with respect, show understanding and appreciation of people’s different beliefs and cultures and go out of their way to be helpful.
- Behaviour is good. Pupils enjoy school considerably and their attendance is good.
- Good teaching ensures that over time pupils make rapid progress and achieve well. By the end of Key Stage 2 many pupils’ attainment in English and mathematics is well above average.
- In Reception, children make an exceptional rate of progress in all areas of learning because teaching is outstanding and they are given very good opportunities to promote strong communication, develop independence and to enjoy together the challenge of learning.
- Staff keep a sharp focus on how well they are meeting the needs of pupils with a disability or special educational needs. As a result these pupils receive good support and they achieve well.
- The headteacher and staff are effective as a team in pursuing improvement, particularly in raising achievement. There has been much improvement since the last inspection in teaching, where a significant proportion is now outstanding. Staff have turned their attention to more rigorous gathering and evaluation of data on pupils’ progress but still need a detailed short-term view of progress towards targets to raise achievement further.
- The governing body are committed to the continuing success of the school and are pleased with its work. However, they have not developed their role to the extent where they challenge school leaders strongly and give robust support to driving improvement.

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What does the school need to do to improve further?

- In further developing the tracking of pupils' progress, undertake a more detailed analysis of short term progress and ascertain that teaching, targets and any additional support offered to pupils ensures a good and increasing rate of progress over time.
- Develop the knowledge and skills of members of the governing body in order that they evaluate effectively the work of the school and its impact on pupils' achievement and challenge leaders robustly where improvement is needed.

Main report

Achievement of pupils

In Key Stages 1 and 2, pupils' progress is good and the rate of their progress has stepped up as a result of improvement in the quality of teaching. In the past, progress through the Key Stages as not always been even, although in recent years this has been remedied and it is now more consistent. This improvement is clearly reflected in the views of parents and carers. Several rightly comment on the very positive effect the school has had on their children's progress. Children in Reception make outstanding progress. In the Early Years Foundation Stage the quality of teaching in particular is exemplary. Children begin their Reception year broadly at the level expected for their age and many finish the year either at or above the level expected. Children are well versed in counting, reading, writing and ordering numbers up to 10 and beyond. They name and describe the properties of several two-dimensional shapes. Children have a very good knowledge of letters and their sounds and use this effectively to read and spell simple words.

Literacy and numeracy continue to develop well through Years 1 and 2 and the attainment of many by the end of Year 2 is above average. Pupils thoroughly enjoy counting in steps of 10 and have a good knowledge of place value in three-digit numbers. They enjoy books and hearing stories and are confident readers. Lower attaining pupils use good strategies to read words they do not recognise. Throughout the school, pupils have good attitudes to learning; they make determined efforts in lessons, show independence, work together constructively and encourage each other.

For most pupils, attainment by the end of Key Stage 2 is well above average. Pupils apply mathematical skills effectively to investigating and solving-problems. Pupils in Years 3 and 4 explored the school and recorded in digital photographs symmetrical patterns, which they later analysed. This built effectively on their understanding from earlier work on reflective symmetry. Higher attaining Year 6 pupils are often widely read and they are accomplished readers attaining well-above average standards.

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Others are confident, fluent and accurate readers who enjoy books and have developed interests in reading fiction and non-fiction. Higher attaining pupils are tackling rotational symmetry in mathematics, excited by and enjoying this challenge.

Boys and girls work together well and there is no significant difference in their academic performance. Pupils with disabilities or special educational needs have the same good attitudes to learning as other pupils and apply themselves well to work. They are closely supported by adults and challenged by the tasks given to them, which are adapted well to their individual needs, ensuring progress is good.

Quality of teaching

The good quality of teaching is effective in raising attainment and promoting pupils' spiritual, moral, social and cultural development. The lessons seen were good or outstanding, and in Reception, outstanding overall. Since the previous inspection, the school has made good appointments to complete a team of experienced and skilful teachers. They are driving improvement in pupils' learning and progress and the impact is working its way through the school.

Teachers are confident and secure in their knowledge of pupils and the subjects they teach, literacy and numeracy in particular. Lessons are lively, engage pupils fully and bring enjoyment to learning. Reception children are excited greatly by their work and activities as a result of extremely engaging teaching; they progress rapidly in all the areas of learning. Across the school, lessons are planned well and take into account the differences in pupils' age, abilities and where they have a disability or special educational needs. Teachers assess rigorously, set challenging targets and provide continuous, constructive advice in marking pupils' work. Teachers set high expectations and give all pupils challenging work.

The pace of teaching is good but in outstanding lessons it is unrelenting. Questioning is sharply focused and thorough in drawing good contributions from pupils. Moreover, pupils have good opportunities to learn independently and collaboratively and to evaluate their outcomes. They do so effectively and this is a significant improvement on this issue which was identified as a relative weakness in the previous inspection.

Behaviour and safety of pupils

Parents and carers have described the school as a family and its strength as a cohesive community is very evident in how well it promotes good behaviour and encourages pupils' positive relationships with each other and with adults. Pupils' attendance and punctuality are good; they come into school each day prepared to settle down to work and enjoy it. Friendships are strong and clearly evident in lessons and in playtime. Pupils work and play well together. Older pupils are very aware that their robust football games at playtimes can be risky for younger ones and they are careful and responsible about keeping others safe. Pupils feel safe and they are free of bullying of any sort. Pupils describe staff as being alert and quick to

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act if behaviour ever gets out of hand. They make sure the school is safe and secure. Pupils respond well to the school's incentives for promoting good behaviour and attitudes to learning; they are keen to be 'star of the week' in Reception and to gain certificates and rewards in Key Stages 1 and 2.

Leadership and management

The headteacher provides the vision, high expectations and clear direction for moving the school forward. This maintains its distinctive ethos, ensuring equality of opportunity for pupils and the good arrangements for safeguarding them. The headteacher's leadership gains impetus from the strong, well-motivated and experienced staff. They are a cohesive and ambitious team and, together with the headteacher, provide a good capacity for further improvement. The governing body find out about the school through their meetings, reports from the school and their visits. However, they have not moved very far forward since the last inspection in developing their role in evaluating the school's effectiveness, challenging the school and helping drive improvement.

Leaders and staff know the school well through comprehensive and accurate self-evaluation. The headteacher and staff plan thoroughly and their actions are effective in making improvements. The tracking of pupils' progress provides insight into where pupils as a whole perform less well; this has led to curriculum and professional developments introducing new approaches in literacy and numeracy. These have had a positive impact, in particular on writing and also on additional support programmes for pupils needing extra help with learning. However, tracking needs further refinement in order that progress can be analysed in more detail. In particular, pupils' short term progress towards targets to enable more timely support for individuals falling behind, and for raising the challenge for those achieving more.

A good curriculum provides a breadth and balance of work and learning opportunities that suits all pupils' interests and needs. Outstanding Early Years Foundation Stage provision enables children to develop high levels of literacy and numeracy skills and equally good personal and emotional development. Across the school provision for literacy and numeracy is a strength. The curriculum is enriched by after-school clubs, including a wide choice of sports, which are well subscribed to by pupils. They enjoy in particular the opportunities for trips and residential experiences. The curriculum contributes effectively to pupils' good spiritual, moral, social and cultural development. They are offered many opportunities to learn about people's different beliefs and customs, most recently how Chinese New Year is celebrated and the symbolism it involves.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 January 2012

Dear Pupils

Inspection of Rosliston CofE Primary School, Swadlincote, DE12 8JW

Many thanks for your very warm welcome when I visited recently. A special thank you to those pupils I heard reading and spoke to about school. Your school is a good school and below I have listed some of its strong features.

- Your school is a warm, welcoming community which keeps you safe, develops your good attitudes to learning and teaches values that lead to you becoming well-rounded and successful individuals.
- Your behaviour is good. You treat each other well and are always ready to be helpful. You have expressed a clear view that you feel safe and know how to stay safe.
- You are making good progress, achieving well and attaining good standards in English and mathematics.
- Children in Reception are learning very quickly and making outstanding progress.
- Teaching is good and you enjoy learning. Some of your lessons are outstanding because you are really challenged by them, have to work very hard and at a fast pace.
- The headteacher and staff work together well to ensure you get a good education and achieve well. They are intent on more improvement so that you achieve even better results.
- I have asked the headteacher to increase the rigour in measuring your progress so that teachers have an even sharper focus on what you need to do to improve your work.
- I have also recommended that the governing body does more to question the headteacher and staff on their priorities for improvement and the progress they are making on these.

You can help the school in its drive to be more successful by continuing to work hard. I wish you all the very best for the future.

Yours sincerely

Alan Lemon
Lead inspector

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