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Rosliston Church of England Primary School
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Dear Mrs Greenwood

Short inspection of Rosliston Church of England Primary School

Following my visit to the school on 14 January 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in January 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You lead the school well. Pupils' progress is tracked carefully to ensure that all pupils are making good progress. The school provides well for disabled pupils and those who have special educational needs. The quality of teaching is good and, as a result, pupils make good progress.

The children make a very good start in the Reception Year. There are rich opportunities for pupils to learn through play and structured activities across all areas of learning. Pupils in other classes enjoy their topics and are happy at school. They told me about making clay models of the Statue of Liberty and designing Greek theatres, in which they will perform puppet shows. In addition, pupils enjoy the trips to Rosliston Forestry Centre to learn about the different types of trees and the wildlife.

The school is active within the local community. Villagers, as well as parents, are invited to end-of-term services, which take place in the village hall. The school pupils decorate the local church at Christmas and plant flower beds in the village. Pupils also raise money for charities. Last term, pupils took part in a sponsored walk for the National Society for the Prevention of Cruelty to Children (NSPCC) and contributed to the shoe-box appeal.

At the previous inspection, the inspector praised the care and support for pupils, the good behaviour of pupils, the sharp focus on meeting the needs of disabled pupils and those with special educational needs, and the exceptional progress made in the

Reception Year. These strengths have been maintained. The inspector also identified, however, that the tracking of pupils' progress needs to be developed to increase the rate of progress that the pupils make. In addition, the inspector asked the governing body to challenge leaders more robustly when improvement is needed.

Leaders have taken action to address most of these areas. The school has developed a detailed assessment system, which has replaced the national curriculum levels, and regularly tracks the progress of pupils. This information is then used to implement intervention groups to help accelerate some pupils' progress. As a result, pupils make good progress through the school. However, you and your team have recognised that you need to increase the progress made by pupils in mathematics and are already addressing this issue.

Governors use the external information provided, for example the data dashboard, to challenge the school leaders on the performance of the school. The governing body has also carried out a skills audit to ensure that it has a wide range of knowledge and expertise to carry out its role effectively. Governors have had training from the local authority to ensure that they monitor the school effectively. As a result, governors are increasingly holding school leaders to account.

You and the governors have taken appropriate action following the Diocesan inspection in October 2015. You and the Chair of the Governing Body have worked with the Diocese to write an action plan to address the issues from the inspection and are keeping to the timescales set. You have recognised that you need to improve the spiritual development of pupils across the curriculum and have booked training from the Diocese of Derby later this term to address this.

I have asked you and your team to improve the standard of teaching for science. Previously, science teaching and achievement were good. However, this area of the curriculum now needs to improve. Finally, the information that the school provides for parents about the school curriculum does not meet the requirements set by the government. This needs to be addressed so that parents have access to the correct information.

Safeguarding is effective.

The school works well to ensure that safeguarding procedures are effective. Pupils told me that bullying is rare in school. The behaviour of the pupils is very good. Pupils are well informed about the potential dangers of the internet and what action to take if something worries them. The Chair of the Governing Body, who is a lay member on the Derbyshire Safeguarding Board, checks on the safeguarding policy and procedures of the school and audits the school's practice annually. The checks on staff suitability to work with children are up to date and the school's safeguarding follows the latest guidelines from the government. The leadership team has ensured that all safeguarding arrangements are fit for purpose.

Inspection findings

- The school staff are an effective team and ensure that pupils receive a good education. You lead the team well and the vast majority of parents are supportive of the school. The school's self-evaluation is accurate and you have identified that mathematics needs to improve further in the school. Pupils are being given more opportunities to solve problems and to reason about number to deepen their mathematical understanding. In Year 2, a pupil could explain whether the division calculations he was doing would have a remainder, or not, by using his knowledge of the two times table and odd and even numbers. However, this work needs to develop further to accelerate pupils' progress in this area of the curriculum.
- Pupils' writing has improved. Pupils are adding more detail into their sentences following the advice from teachers. Pupils are extending their sentences using their knowledge of grammar. Pupils in Year 3 and Year 4 were successfully learning the difference between a main clause and a subordinate clause. In Year 5 and Year 6, pupils extended their sentences to include more detail. One pupil wrote, 'Pandora lay in bed peacefully, not knowing the horror she was about to face.' The dip in Key Stage 1 writing outcomes in 2015 is being reversed quickly. At Key Stage 2, outcomes were similar to those achieved nationally in writing in 2015. In the Reception class, pupils are encouraged to write independently and the most-able pupils are challenged to write in sentences.
- The teacher in the Reception class, who is a lead teacher for the early years in Derbyshire, directs learning very well. Pupils are eager to learn and stay focused for sustained periods of time to complete a task. There are many opportunities for child-initiated learning and adult-led learning. Children were eager to write words using their phonics skills and to form sentences on the computer. Another pupil was counting how many small containers of water would fill a watering can. The children's work showed that the most able had been challenged by having to follow complex patterns in mathematics. All the children had previously planted different types of beans as part of a science investigation. Teaching assistants were deployed well, developing the children's literacy and concentration skills to complete tasks. Consequently, the children make good progress.
- You are developing more opportunities for pupils to reflect and to develop their spiritual understanding. After all of the pupils stood by the war memorial and stood in silence for two minutes on 11 November 2015, one pupil wrote, 'We stood, not noticing how cold it was because we were thinking about the poor soldiers. I thought how absolutely awful it must have been for them.' Pupils reflected also on how fortunate they were at Christmas and were thinking of others less fortunate than themselves. You and your team have already

recognised that you want to build in more times of reflection across the curriculum to develop pupils' spirituality.

- Pupils' moral, social and cultural development is good. Pupils learn about themselves during personal and social education lessons. One pupil said, 'Don't try and be someone else; be yourself.' Pupils cooperate well at breaktimes and enjoy the rota of activities available. Pupils learn about different faiths and cultures. Pupils have studied sacred places for Muslims and about a Sikh pilgrimage. They have also looked at the difference between laws and rules, encompassing one of the fundamental British values, the rule of law.
- The school continues to promote healthy lifestyles to the pupils and teaches a good range of sports. The school employs a sports coach and pupils have played hockey, tennis, football, basketball, and goalball. The school participates in a limited number of local tournaments with other schools. The school has played against another local school at netball and football.
- Close scrutiny of pupils' science work showed that pupils need more opportunities to carry out science investigations and to write more detailed conclusions using their scientific knowledge. The science coordinator is aware of the improvement required.
- The governors are well led by the Chair of the Governing Body. Governors have set performance management targets for the headteacher and check to ensure appropriate targets have been set for teachers. Governors conducted their own parent survey to ascertain if the school upholds Christian values, following the Diocesan inspection last term. There were 23 responses from parents and the results were overwhelmingly positive.
- There were too few parents who responded to Parent View (Ofsted's survey) for the results to be published. Several parents did express views using the Ofsted text service and I spoke to 18 parents at the beginning of the school day. In addition, the school carried out its own survey of parents in November 2015 with 26 responses. I, also, considered the five responses from the staff survey. The vast majority of responses were positive about the school and felt the pupils made good progress. The school's website does not currently provide parents with all the required curriculum information.

Next steps for the school

Leaders and governors should ensure that:

- pupils are routinely challenged through mathematical reasoning and problem-solving activities
- the science curriculum is improved to allow more opportunities for pupils to plan investigations and write detailed conclusions

- the school's website contains all of the curriculum information that is required by the government.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of Derby, the Regional Schools Commissioner and the Director of Children's Services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Martin Finch
Her Majesty's Inspector

Information about the inspection

During the inspection, I met you, the leaders for English, mathematics and science. I gave feedback to all the class teachers, following my observations. I held a telephone conversation with an adviser from the Diocese of Derby. I met with a representative from the local authority and the Chair and vice-chair of the governing body. You and I carried out joint observations and scrutinised pupils' work. I spoke to parents and observed pupils at breaktime. I met with a group of Key Stage 1 and Key Stage 2 pupils. You and I viewed records about keeping pupils safe. I considered the text responses from Ofsted's text service to parents, the school's recent survey of parents, the governors' recent parent survey on Christian values and five responses to the staff survey. I looked also at documents relating to your evaluation of teaching.