

# Rosliston C of E Primary School

Main Street, Rosliston, Swadlincote, Derbyshire DE12 8JW

## Inspection dates

18 to 19 June 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Senior leaders and governors do not monitor the work of the school effectively. They have not established clear priorities for improvement and are not clear how actions taken will improve pupils' learning and development.
- Senior leaders' plans for improvement do not focus sharply enough on improving the quality of teaching, or pupils' outcomes, in reading, writing and mathematics.
- Governors do not hold leaders to account effectively for the school's performance.
- Senior leaders and governors do not know fully the impact of the use of additional funding in improving pupils' outcomes.
- Senior leaders do not ensure that middle leaders receive enough training to effectively fulfil their roles and responsibilities.
- Senior leaders do not ensure that there is an effective programme of professional development for staff across a range of subjects.
- Leaders do not ensure that all aspects of fundamental British values are taught well. The curriculum does not offer a sufficiently wide range of opportunities for pupils to learn about other cultures and faiths.
- Teachers do not ensure that the most able pupils receive work that matches their abilities in mathematics. Too few pupils achieve the highest standards in this subject.
- Some teachers do not successfully address pupils' misconceptions in science. Some pupils do not make the progress they are capable of in this subject.

### The school has the following strengths

- Teachers know pupils well. They use assessment information to plan engaging lessons. Most pupils make good progress in reading, writing and mathematics.
- Pupils are well cared for. They feel safe in school. Pupils are tolerant and respectful. They are well prepared for the next stage of education.
- Children make good progress in the early years.
- There is strong culture of reading in the school. Pupils increase their proficiency quickly, which helps them make good progress in all subjects.
- Safeguarding is effective. Pupils appreciate the support they get from adults. They attend regularly, behave well and are keen to learn.

## Full report

### What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
  - leaders' plans for improvement, at both whole-school and subject level, are clearly focused on addressing weaknesses in the quality of teaching and learning and pupils' outcomes
  - governors hold leaders to account more effectively for the impact of the use of additional funding
  - senior leaders, supported by governors, ensure that there are more opportunities within the curriculum for pupils to learn about fundamental British values and different cultures and faiths
  - middle leaders receive enough training to be able to successfully fulfil their roles and improve the quality of teaching, learning and assessment in their areas of responsibility
  - leaders establish an effective programme of training and support across the curriculum so that staff can develop professionally.
- Improve teaching and learning and thus improve outcomes by ensuring that:
  - the most able pupils receive work that is suitably challenging in mathematics so that more pupils attain greater depth within the expected standard.
  - teachers address pupils' misconceptions in science accurately so that they make better progress in this subject.

## Inspection judgements

### Effectiveness of leadership and management

**Requires improvement**

- Since the previous inspection, senior leaders and governors have not been sufficiently rigorous in monitoring the work of the school or in planning precisely for improvement. As a result, the quality of teaching and pupils' outcomes are not improving as quickly as they could.
- Senior leaders and governors have presided over a period of decline in the progress that key stage 2 pupils make in English and mathematics. However, due to the improvements made to the quality of teaching and learning by teaching staff, the progress that current pupils make in these subjects is good across all year groups.
- Most parents and carers are very happy with the support their children receive. They say that teaching is good across the school. Parents express praise for the individual care and attention their children receive. However, some parents would not recommend the school to others. These parents do not believe that the school is well led and managed. Some parents who spoke with the inspector did not feel that the senior leadership of the school, including the governing body, is effective in raising standards.
- Senior leaders do not give adequate support and training to middle leaders so that they might effectively evaluate the quality of teaching and learning in their areas of responsibility. Middle leaders are not able to plan and introduce the changes that are needed to improve standards. Senior leaders do not allocate enough time for middle leaders to share the stronger practice that exists across all subjects, particularly in English and mathematics.
- Senior leaders and governors do not check that the additional funding the school receives from the government is used successfully. They do not closely monitor and evaluate the effectiveness of the actions they have taken to improve pupils' outcomes. Although pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils make similar progress in reading, writing and mathematics compared to other pupils, they are capable of doing better.
- The provision for pupils' spiritual, moral, social and cultural development is improving. Pupils visit different places of worship throughout the school year and enjoy being 'worship leaders' during acts of collective worship. However, senior leaders do not ensure that pupils understand the importance of all fundamental British values. They do not ensure that pupils have a deep understanding of different faiths and cultures by the time they leave key stage 2.
- Middle leaders, supported by teachers, are aspirational and seek further improvements to the quality of teaching and learning. Together, they are beginning to redevelop the curriculum. This process supports teachers to sequence learning in a way that systematically builds pupils' knowledge, understanding and skills over time. Middle leaders have recently introduced a new writing scheme in English and daily basic skills sessions in mathematics to improve pupils' progress in these subjects.
- Senior leaders ensure that the physical education (PE) and sport funding is used effectively. Funding is used to provide a wide range of extra-curricular opportunities

for pupils, such as gymnastics and archery. More pupils participate in sports. As a result, pupils are physically active, experience working in a team and achieve some sporting successes.

## **Governance of the school**

- Governors do not ensure that pupils receive the best education possible. The governing body does not fulfil some of its statutory duties. Governors do not hold leaders to account effectively enough to ensure that the school's performance improves.
- Governors do not check the accuracy of what they are told by the headteacher. They do not visit the school to check first-hand the impact of leaders' actions to improve the school. They do not check the impact of additional funding the school receives or if plans for improvement are effective in improving pupils' outcomes.
- Governors do not ensure that leaders successfully promote fundamental British values throughout the curriculum.
- Recently, governors have established clear roles and responsibilities. They have put plans in place to more rigorously monitor and evaluate the impact of leaders' actions, particularly in relation to safeguarding pupils. It is too early to see the impact of this work.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders make sure that all staff complete regular training and receive up-to-date information on how to recognise the signs of abuse and harm. As a result, staff know their responsibilities for ensuring pupils' well-being. They also understand how to refer any safeguarding concerns regarding pupils or adults.
- Leaders and governors ensure that the school's procedures for the recruitment and vetting of staff and volunteers are robust and fit for purpose.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers and teaching assistants are highly dedicated and care deeply about the pupils they teach. They know pupils well and tailor most learning experiences to meet their needs. Most current pupils make good progress across a range of subjects.
- Teachers plan well-thought-out sequences of lessons across a range of subjects. They ensure that teaching assistants play an active role in deciding what resources and activities will best suit the needs of pupils. Pupils engage quickly in learning and have positive attitudes.
- There is a strong reading culture. Pupils enjoy reading and receive support and encouragement at school and at home. Teachers provide a range of appropriately diverse and challenging texts. This, coupled with effective teaching strategies, ensures that current pupils make strong gains in their comprehension skills and develop a good knowledge of a wide range of topics.

- The teaching of phonics is effective. During the early years, pupils quickly develop their understanding of the sounds letters make. They continue to develop and use this knowledge with increasing fluency in reading and writing during key stage 1.
- Writing is well taught throughout the school. Pupils have a wide range of opportunities to develop their knowledge and skills across the curriculum. Teachers develop links between subjects so that the books pupils read and what they write about share the same theme. Consequently, pupils' writing skills, vocabulary and wider subject knowledge improves.
- Teachers use assessment information well to inform their planning for pupils' next steps in learning. This is particularly strong in the early years and key stage 1. Pupils, whatever their needs, backgrounds or starting points, make good progress across the school.
- Teachers' confidence to use a range of teaching strategies across all subjects is improving. However, there are too few opportunities for teachers to access training so that they might keep up to date with new and innovative approaches to teaching.
- Work in current pupils' mathematics books shows that most pupils receive work that is well matched to their abilities. Pupils access a range of tasks that develop fluency and reasoning skills. However, the most able pupils do not receive work that challenges them throughout lessons. Sometimes they complete work that is too easy before being moved on to work that deepens and extends their knowledge and thinking.
- The quality of teaching in science is improving. However, on occasion, teachers do not address pupils' misconceptions thoroughly enough. When this happens, some pupils do not develop an accurate understanding of the scientific concepts that have been taught. They do not make the progress of which they are capable.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's values, as exemplified by staff, permeate throughout the school's work. Staff have developed a productive and supportive environment where pupils feel valued and happy.
- Pupils are tolerant and welcoming. They understand differences and are accepting of the choices people make. They appreciate that some people chose to lead different lifestyles to their own.
- Pupils attend many extra-curricular activities that help them to be active and healthy. Teaching assistants provide effective support for pupils with low confidence or self-esteem. They work hard to build pupils' positive attitudes to learning so they can be resilient and reflective learners.
- Staff understand pupils' individual needs. Pupils feel safe and well cared for. They appreciate the hard work of the adults in the school. A typical pupil comment was, 'If only the school was bigger we could have even more friends and even more fun.'
- Most pupils have a good understanding of how to keep themselves safe. Pupils know

about the risks they might encounter when they use information technology because the school has a well-established programme to teach pupils how to stay safe online. Pupils and parents say that incidents of bullying are rare and are tackled swiftly and effectively by adults.

- Parents praise the work of the school in maintaining a calm and nurturing environment and for keeping children safe. The positive relationships between pupils and teachers and the upbeat way they speak about their time at school are reflective of the good care they receive.

## **Behaviour**

- The behaviour of pupils is good.
- Pupils behave well, both in class and around the school. They take great pride in their uniform, the school buildings and their work. They are confident to ask questions and show their work to visitors. Pupils are polite and have a desire to learn.
- Pupils have very positive attitudes to learning. They respect and support each other, and this helps them to make good progress.
- There are very few reported incidents of poor behaviour. There have been no recent incidents of racism or homophobia. Low-level disruption is rare in classrooms and many pupils receive regular rewards for their positive behaviour.
- Pupils attend school regularly. Attendance is broadly in line with national averages.
- The headteacher works with determination to ensure that parents bring their children to school regularly. The number of pupils who are persistently absent from school is reducing rapidly from a level last year that was well above the national average.

## **Outcomes for pupils**

## **Good**

- The proportions of pupils achieving the expected standard at the end of key stage 2 in reading and writing has remained broadly in line with national averages over the last two years. The proportion of pupils attaining the expected standard in mathematics has declined and has been well below the national average for two years. However, the work of current pupils in mathematics is improving and in line with that typically expected for their ages.
- Pupils' attainment in key stage 1 is strong. Last year the proportions of pupils reaching the expected standards in reading and mathematics were well above the national averages.
- A very large majority of pupils meet the expected standard of the Year 1 phonics screening check. The effective teaching of phonics and tailored interventions ensure that most pupils can successfully decode words.
- Pupils' progress from their different starting points in reading, writing and mathematics has been in decline for the last two years. In 2018, pupils' progress in mathematics and writing was below the national average. However, current pupils' workbooks show that pupils in key stage 2 are making good progress in these subjects.

- The improvements that teachers have put into place in recent years have ensured that pupils are confident and competent readers and increasingly skilled writers.
- The curriculum for mathematics is much improved. Pupils have increased opportunities to develop fluency skills and to problem-solve and reason mathematically. However, these improvements have not yet resulted in better outcomes for the most able pupils. Too few of these pupils achieve greater depth within the expected standard by the end of key stage 2.
- The progress pupils make in science is not consistently good. While some pupils achieve well in this subject, others do not. Some teachers do not set work that is well matched to pupils' abilities and some do not address pupils' misconceptions well enough. When this happens, pupils do not acquire an accurate or secure understanding of what they have been taught.

### Early years provision

**Good**

- The leadership of the early years is strong. Leaders have established a calm and focused learning environment in which children thrive.
- Teachers and teaching assistants model positive attitudes to learning and encourage children to be expressive and curious. This contributes strongly to the good progress children make.
- Children enter the early years with a wide variety of abilities. Some children possess knowledge and skills that are typically expected for their age, whereas for other children the opposite is the case. The quality of teaching is good. Teachers are well-trained and use their expertise to make learning engaging for each child.
- Leaders gather accurate information about what pupils know and can do. They ensure that this assessment information is valid and reliable. They use this information to accurately identify the next steps in children's learning.
- Because of accurate assessment and effective teaching, children make a flying start to their time in school. Children make good progress from their starting points and the vast majority leave the early years attaining a good level of development. They are well prepared for the demands of Year 1.
- Teachers establish strong relationships with parents. Teachers use online resources and parents' meetings to share information about children's learning and progress with parents. This information helps parents to support their child at home and contributes to the assessment of what children can achieve when they are back in school.
- Staff have highly positive relationships with children. They talk with the children to explore their ideas and to encourage them to think for themselves. They use questions skilfully to develop children's knowledge and vocabulary. Teachers encourage children to be thoughtful about their work and to reflect on how it can improve.
- The outdoor learning environment is used effectively. Staff ensure that there are a range of resources available to enhance children's learning and to support their physical development. Activities are carefully planned and supported by adults.
- The teaching of phonics is highly effective in the Reception class. Children apply their

knowledge with increasing accuracy in their reading and their writing. Staff provide opportunities for children to practise and refine their writing in their books or through mark-making activities in the outdoors.

- Staff ensure that children are kept safe and are well cared for. Staff receive appropriate training in safeguarding and paediatric first-aid. Staff ensure that all statutory welfare requirements are met.



## School details

Unique reference number	112851
Local authority	Derbyshire
Inspection number	10087292

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	Local authority
Chair	Stephanie Marbrow
Headteacher	Elizabeth Greenwood
Telephone number	01283 761 409
Website	<a href="http://www.rosliston.derbyshire.sch.uk">http://www.rosliston.derbyshire.sch.uk</a>
Email address	<a href="mailto:info@rosliston.derbyshire.sch.uk">info@rosliston.derbyshire.sch.uk</a>
Date of previous inspection	23 to 24 January 2012

## Information about this school

- The school is a smaller than average primary school.
- The proportions of pupils from ethnic minority backgrounds, and of pupils who speak English as an additional language, are well below those seen nationally. The proportion of pupils with SEND is below the national average.
- The proportion of pupils supported by an EHC plan is below the national average.
- The proportion of disadvantaged pupils is below the national average.
- This is a Church of England voluntary controlled school. The most recent Section 48 inspection of the school was conducted in March 2019.

## Information about this inspection

- The inspector visited classrooms to observe pupils' learning. Some of these observations were carried out jointly with the headteacher. The inspector observed pupils' behaviour during lessons and at breaktimes. He met formally with a group of pupils to discuss their experiences of school and listened to pupils read.
- Meetings were held with the headteacher and middle leaders. The inspector met with two members of the governing body and held a meeting with a representative from the local authority.
- The inspector scrutinised current pupils' work in English, mathematics and the wider curriculum. A wide range of documents were scrutinised, including those relating to safeguarding, behaviour, pupils' performance, attendance, and records of the school's monitoring and evaluation of the quality of education. The inspector also examined the school's plans for improvement, plans for the use and impact of additional funding, minutes from meetings of the governing body and information available on the school's website.
- The inspector spoke with parents at the start of the school day. He took account of the 13 responses to Parent View, Ofsted's online questionnaire. The inspector also took account of the 13 responses to the staff questionnaire. There were no responses to the pupils' questionnaire.

## Inspection team

Matthew Spoons, lead inspector

Ofsted Inspector

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