

Rosslyn Park Primary and Nursery School

Amesbury Circus, Aspley, Nottingham, Nottinghamshire NG8 6DD

Inspection dates

14–15 November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have established a culture of high expectations for pupils and staff alike. Consequently, leaders have brought about rapid and widespread improvements over the past two years.
- Under the headteacher's outstanding leadership, standards of achievement have improved significantly in 2016 and again in 2017 in all year groups and in all subjects.
- Governors are at the forefront of the decision-making process. They take a keen, active interest in the life of the school and are effective in holding leaders to account.
- Leaders' work to design and implement a rich and varied curriculum is impressive. As a result, pupils are quickly acquiring a secure range of skills and knowledge.
- Staff at all levels speak effusively about the quality of training they receive. As a result, teaching is consistently good. In particular, the teaching of mathematics is a strength of the school.
- Pupils behave extremely well and their attendance is improving. They show respect and care for others throughout the day.
- Leaders' work to promote equalities is outstanding. Pupils relish opportunities to grapple with moral and ethical issues.
- The progress made by current pupils improved significantly in 2017 and is now in line with national averages in reading, writing and mathematics.
- Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities do very well at this school. They make good progress from their starting points.
- Leadership and teaching in the early years are good. Consequently, children are making good and improving progress from their low starting points.
- The most able pupils do not make consistently good progress in writing. Not enough go on to achieve at greater depth in writing at the end of key stage 2.
- Boys do not yet make as much progress as girls in reading, writing and mathematics.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes by:
 - increasing the proportion of pupils attaining at greater depth in writing at the end of key stage 2
 - continuing the work to reduce the gap between the attainment and progress of boys and girls in reading, writing and mathematics, so that boys achieve as consistently well as girls.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders and governors have established a strong culture of high expectations for pupils and staff alike. A consistently well-thought-out rationale underpins all improvement activities and pupils are truly at the heart of the school.
- Since his appointment eighteen months ago, the outstanding work of the headteacher has successfully driven rapid and widespread improvements. Notably, he has put in place a highly skilled senior leadership team. As a result of their shared aspirations and concerted efforts, standards of achievement have improved significantly in all year groups and in all subjects.
- Disadvantaged pupils and pupils who have SEN and/or disabilities make good and improving progress from their starting points.
- Leaders have an accurate and precise overview of the strengths and weaknesses of the school. This knowledge enables them to target personalised support for pupils at the point of greatest need so that pupils who need to catch up quickly.
- In their pursuit of excellence for all pupils, leaders have made radical changes to the staffing structure. As part of the changes, extra teachers have been recruited to release class teachers on a regular basis, so that they can work with individuals and small groups who need to catch up quickly or, indeed, focus on more challenging work. The impact of this work is clear to see in the improved outcomes in all year groups.
- Leaders have also placed a strong emphasis on coaching, staff training and professional development. Teachers and support staff speak effusively about the quality and quantity of training they receive. As a result, staff are deeply reflective about their own practice and teaching across the school is consistently good.
- Leaders have designed a highly effective curriculum which enables pupils to develop excellent vocabulary, skills and knowledge. For example, the quality of pupils' work carried out through the thematic approach to history, geography and science is strong. This work has been externally recognised through the school's receipt of a primary science quality mark.
- Leaders' work to develop the curriculum is further enhanced through links with Nottingham University and the Royal Shakespeare Company, both of which are a source of aspiration for pupils. An interesting range of visitors, such as musicians and artists, provides colour and inspiration. Alongside this, a programme of visits brings the topics alive for pupils who may have limited life experiences beyond their own community. As a result, standards are improving rapidly across a wide range of subjects.
- The school's work to promote equalities and fundamental British values is evident across the school. Strikingly attractive displays around the school celebrate the diverse faith communities represented at Rosslyn Park. As an example of the work to promote equalities, one such display shows positive black role models, such as Barack Obama and Usain Bolt, alongside photographs of Rosslyn Park pupils who have received the school's 'Young Black Achiever' award.

- As a result of the school's inclusive approach, pupils and staff treat each other with kindness, tolerance and respect. Pupils are confident enough to debate moral and ethical issues, such as bullying or apartheid, with sensitivity. When writing about this learning, pupils were unafraid to express their emotions frankly and poignantly. Pupils' spiritual, moral, social and cultural development is very well promoted as a 'golden thread' running through the entire curriculum.

Governance of the school

- Governors are at the forefront of the decision-making process. They are highly ambitious for the school and its pupils.
- Governors take a keen and active role in the life of the school. As a result, they are well versed in the strengths and weaknesses of the school and this enables them to be diligent and effective in holding leaders to account.
- Governors keep a close watch on the allocation of extra funding for disadvantaged pupils and the physical education and sport premium. They make sure that the money is spent wisely, in order to raise standards for pupils and promote their health and well-being.
- Governors take their responsibilities very seriously and are meticulous in their approach to managing the performance of staff and the finances of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and those members of staff with a safeguarding role have a close understanding of the particular local safeguarding needs. Their work to support vulnerable pupils and families is a strength of the school. For example, the school provides a free breakfast club for invited pupils who require a 'soft start' to the day, in addition to the conventional breakfast club. The school also provides a popular food bank for families. As a result, vulnerable pupils are receptive to learning and have improved their rates of attendance.
- In the words of the headteacher, 'Safeguarding is everybody's business.' This approach can be seen in action, in a very natural way, through the caring interactions between staff and pupils at times of need throughout the day.
- School staff make sure that they follow procedures rigorously and address any concerns quickly and decisively. Where necessary, staff and leaders work effectively with outside agencies to keep pupils safe.
- Leaders have made sure that all of the necessary safeguarding checks and training are in place, in line with statutory requirements.

Quality of teaching, learning and assessment

Good

- Teachers promote good relationships with pupils and, as a result, pupils are keen learners who show enthusiasm for the interesting activities provided for them.

- In lessons, teachers use their expertise to steer pupils towards the appropriate level of challenge from the 'menu' on offer. Sometimes, pupils have the confidence to self-challenge by selecting the 'dessert' or 'beverage' option straight away. As a result, pupils make good progress in their learning across a wide range of subjects.
- Teachers make good use of feedback sessions with pupils, providing personalised extra help as soon as it is needed. In doing so, they make sure that pupils rarely fail and if they do, they quickly get them back 'on track'.
- Pupils are unafraid to learn from their mistakes and make good use of the time allotted to correct the errors in their work. Pupils' willingness to confront their 'magical mistakes' reflects the school's aspirational values system.
- Pupils relish the opportunities provided for them to think deeply, saying, for example, 'It's good to have a challenge.' In particular, they have confidence in the guidance they receive from teachers in mathematics, saying, 'Work can be hard sometimes but teachers are always by your side.'
- Teaching and learning in mathematics are strengths of the school. As a result of teachers' widespread use of mathematical problem-solving activities, pupils approach their work with confidence and their rates of progress in mathematics are improving.
- The teaching of phonics is good, as a result of effective staff training and a well-thought-out approach to how the pupils are grouped for phonics sessions. In their reading, pupils use their phonics knowledge successfully to read new words and older pupils read more challenging texts with confidence.
- The quality of pupils' work in their books is good across a wide range of subjects. In particular, pupils' work in science, history and geography in key stage 2 is very strong. The less able pupils, in particular, respond positively to teachers' guidance and make rapid progress in their writing.
- As seen in their books, the most able pupils do not make the consistently strong progress of which they are capable in writing, especially in Years 3 and 4 and in key stage 1. The guidance they receive from teachers on how to improve their writing is not consistently effective.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils at Rosslyn Park take great pride in their work and in their school. They appreciate the exceptionally well-maintained, clean and attractive school environment that is provided for them. They willingly play their part in caring for the school through the responsibilities that they undertake.
- There is a strong sense of belonging which is effectively supported through the school's house system. Consequently, pupils are secure, confident and resilient individuals with positive attitudes to learning and an ability to understand and appreciate the viewpoints of others. In particular, pupils show a strong sense of empathy for those who have additional needs or who are facing challenging personal circumstances.

- Pupils understand the impact of bullying in all its forms. They can explain their understanding and debate the issue in a mature and thoughtful manner. Staff give a clear message about the importance of treating others equally and fairly.
- Instances of bullying are very rare and pupils express their confidence in staff to deal with problems quickly and effectively. Pupils describe their school as a safe place where there are 'lots of adults to turn to for help'.

Behaviour

- The behaviour of pupils is outstanding.
- Rosslyn Park is a calm and orderly school. Pupils conduct themselves very well throughout the day, including in the two breakfast clubs. Their interactions with one another are delightful to see. They enjoy playtimes and lunchtimes; these are happy social occasions in which most pupils regulate their own behaviour successfully. Staff deal with the rare instances of misbehaviour quickly and calmly.
- As a result of outstanding leadership, pupils with more challenging behaviours receive effective support and the reported incidence of serious misbehaviour has dropped sharply.
- Pupils who may be at risk of exclusion are supported effectively within school so that they can quickly return to classroom learning. Parents of pupils who have challenging behaviours as a result of their special educational needs spoke very highly of the school's work to support their children.
- Leaders have worked tenaciously to improve pupils' attendance and, in particular, to reduce the historically high rates of persistent absence. The school's skilled attendance officer carries out a close analysis of patterns of absence in order to predict trends and follow up issues with individual families. She is aware of the attendance needs of the most vulnerable pupils and is especially scrupulous in this aspect of her work. As a result, the current rates of persistent absence have reduced significantly from the previous year and are drawing closer to the national averages.

Outcomes for pupils

Good

- In 2017, pupils in all year groups made consistently strong progress throughout the year in a wide range of subjects, including in reading, writing and mathematics.
- By the end of key stage 2, pupils' rates of progress in reading, writing and mathematics improved substantially in 2017 to be in line with national averages.
- Disadvantaged pupils made good progress from their starting points. They made better progress than their peers in school in reading, writing and mathematics and better progress than other pupils nationally in writing and mathematics.
- The proportion of pupils achieving the expected standard in the national phonics screening check by the end of Year 1 improved in 2017 so that it is now broadly in line with the national average for the first time.
- In 2017, by the end of key stages 1 and 2, the proportions of pupils attaining at the expected standard increased significantly from the previous year in reading, writing and mathematics. These figures are now close to the national averages. The

proportions of pupils who attained at the higher standards in reading and mathematics increased to be in line with the national averages.

- The most able pupils do not make consistently good progress in writing. Not enough go on to achieve at greater depth in writing at the end of key stage 2. Evidence of this can also be seen in their books.
- Leaders' work to reduce the gap between the achievement of boys and girls is having a positive impact. Leaders are aware that this work must continue.

Early years provision

Good

- Leadership and teaching are good in the early years. Staff know the children very well and have a clear picture of the strengths and weaknesses of the provision.
- Children enter the early years, including the school's own Nursery, at a level of development which is below that which is typical for their age. By the end of Reception, the majority have made good or better progress from their starting points.
- Through their accurate and timely assessments, staff identify children's needs quickly. They also consult with parents and previous settings to build a helpful picture of each child's capabilities. As a result, the curriculum is adapted to support children towards making the best possible progress from their starting points.
- The teaching of reading and phonics in the early years is strong. Children have regular and frequent opportunities to practise their early reading skills.
- Staff in the early years support learning effectively through their thoughtful interactions with children. Teachers' use of skilful questioning techniques enables children to talk about their learning with ever-increasing confidence. Children are keen and inquisitive learners; this helps them to begin to develop good language and social skills.
- Children in the early years behave very well. As in the rest of the school, staff promote equalities very effectively and build in to the curriculum a range of activities to develop children's knowledge and understanding of the world. Consequently, children play and learn together with good cooperation; they take turns willingly and share equipment without fuss.
- Safeguarding in the early years is effective. The early years staff receive the full range of training alongside the rest of the school. A high proportion have completed the paediatric first aid training. All risk assessments are in place for the indoor and outdoor areas.
- Opportunities for the promotion of early language and mathematical skills are not as widely developed in the outdoor area as they are inside.

School details

Unique reference number	141396
Local authority	Nottingham
Inspection number	10035946

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	655
Appropriate authority	Board of trustees
Chair	Peter Munro
Headteacher	Scott Mason
Telephone number	01159 153266
Website	www.rosslyn.nottingham.sch.uk/
Email address	admin@rosslyn.nottingham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- The school meets requirements on the publication of specified information on its website.
- The school is much larger than the average-sized primary school.
- The school converted to become an academy on 1 January 2015, through the Transform Trust. The current headteacher was appointed in April 2016.
- The majority of pupils are from White British backgrounds.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is higher than the national average.

- The school meets the government's current floor standards, which set the minimum expectations at the end of Year 6 for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- Inspectors observed learning in 26 full lessons and six part lessons, some jointly with senior leaders, across a range of subjects and in all classes.
- Inspectors looked at work in pupils' books covering a range of subjects, abilities and year groups.
- Inspectors met with the headteacher, the senior leadership team, and leaders with responsibility for the early years, English, SEN and/or disabilities, and the pupil premium. Inspectors also met with other teachers and support staff.
- The lead inspector met with members of the local governing board.
- The lead inspector held a telephone conversation with the chair of the local governing board.
- The lead inspector held a meeting with the chief executive officer of the Transform Trust.
- Inspectors met with a group of pupils and also spoke informally with pupils during lessons, lunchtimes and breaktimes.
- Inspectors met with parents at the start of the school day and with individual parents by request. They also considered the 12 responses to Ofsted's online survey, Parent View.
- Inspectors considered a wide range of documentation, including the school development plan and self-evaluation summary, minutes of governors' meetings, the school's current information on pupils' progress and achievement, attendance records and documents pertaining to safeguarding.

Inspection team

Christine Watkins, lead inspector	Her Majesty's Inspector
Dorothy Stenson	Ofsted Inspector
Cheryl Lodge	Ofsted Inspector
Jane Moore	Ofsted Inspector

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