

# Round Hill Primary School

Foster Avenue, Beeston, Nottingham, NG9 1AE

**Inspection dates** 13–14 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, governors and senior leaders have successfully secured a whole-school drive to improve the quality of teaching. Teaching is now good overall and sometimes outstanding. As a result, pupils achieve well.
- Pupils of all abilities make good progress from their starting points. Consequently, pupils' national test results have risen since the last inspection and attainment is now above average overall.
- Pupils are well mannered and their behaviour is good. They welcome the opportunity to talk to visitors about their school and do so with great pride. Pupils told inspectors that they feel safe and secure.

### It is not yet an outstanding school because

- Although there is some outstanding teaching, there is not yet enough to secure outstanding achievement.
- In a very small minority of lessons, teachers do not identify quickly enough whether pupils need more help or need to be challenged. As a result, activities are not consistently matched to pupils' abilities and the pace of learning slows slightly.
- Existing links with parents and carers, and with businesses within the local community, although developing well, are not as strong as they could be to help lift pupils' aspirations even further. This has been identified by the school as an area for improvement.

## Information about this inspection

- Inspectors observed 25 lessons, of which six were joint observations with senior leaders.
- Meetings were held with staff, two groups of pupils, the Chair and Vice-chair of the Governing Body, and a telephone discussion was held with a representative of the local authority.
- Inspectors took account of 72 responses to the online Parent View questionnaire, a letter from a parent to the inspectors and a telephone call to the inspection provider. They held discussions with parents and carers at the start of the school day.
- School documentation was examined, including the school's own data on pupils' current progress. Records relating to behaviour, attendance and safeguarding were also scrutinised.

## Inspection team

Andrew Stafford, Lead inspector

Additional Inspector

Anna Smith

Additional Inspector

Karin Heap

Additional Inspector

## Full report

### Information about this school

- Round Hill Primary is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported at school action is average, while the proportion supported at school action plus or with a statement of special educational needs is below average. The needs of these pupils relate mainly to speech, language and communication difficulties, and behavioural, emotional and social difficulties.
- The proportion of pupils from minority ethnic groups is average, the largest group being pupils of Pakistani heritage. The proportion of pupils who speak English as an additional language is average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is lower than average.
- The on-site breakfast club and after school club is not managed by the governing body.
- Round Hill Primary School meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress.

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

- By November 2013, lift the quality of teaching and learning from good to outstanding by:
  - ensuring teachers set work at the right level and respond promptly during lessons to pupils' difficulties, in order that all pupils learn well throughout the lesson
  - improving lesson planning so that activities are matched closely to pupils' abilities and ensure that extension work is available and used with the more-able pupils
  - extending existing links with parents and carers, and with businesses within the local community, in order to raise pupils' aspirations for what they can achieve even further.

## Inspection judgements

### The achievement of pupils is good

- Children's skills and knowledge when they join the Early Years Foundation Stage are generally in line with those typical for their age. Children make good progress and achieve well by the time they enter Year 1, particularly in the development of social and language skills.
- Standards at the end of Key Stage 1 in reading, writing and mathematics have improved year-on-year since the last inspection. Test and assessment data, scrutiny of pupils' work and lesson observations all point to further improvements in 2012, with above average attainment in reading, writing and mathematics.
- Pupils continue to make good progress across Key Stage 2 so that attainment is above average overall by the time they leave Year 6. The school has been particularly successful in increasing the proportion of pupils attaining the higher levels in English and mathematics.
- Increased opportunities for pupils to read more widely for different purposes have contributed well to pupils' growing interest in books and to their enjoyment of reading. Another good feature is the use of 'Reading Ambassadors', where older pupils hear the younger ones read.
- All groups of pupils make good progress overall from their starting points. Some make outstanding progress, including disabled pupils and those with special educational needs. Some pupils for whom English is an additional language, including pupils from Pakistani backgrounds, also make outstanding progress. This is because appropriate work is set at the right level and supported by skilful teaching assistants.
- Pupils for whom the pupil premium provides extra support make good progress in the development of both personal and academic skills, and the gap between their achievement and that of their classmates is narrowing. Funds are used well to support specialist training for teachers in literacy and mathematics. Initiatives such as 'Every Child a Reader', and specialist computer programmes provide effective support for learning at home and at school for those pupils who are in danger of falling behind in their work.
- The vast majority of parents and carers feel that their children are making good progress in English and mathematics, and in other subjects like music and art, as they move through the school.

### The quality of teaching is good

- Teaching over time is good overall and continuing to improve, so that pupils achieve well. Typically, teaching is characterised by high expectations of what pupils can achieve, confident subject knowledge and strong relationships.
- The vast majority of parents and carers confirm this view and consider their children to be well taught.
- Consistent and regularly reinforced routines ensure that children settle very quickly in the Early Years Foundation Stage and enjoy the wide range of activities provided. For example, during the inspection, children responded willingly to the teacher's requirement that they listen carefully

when others are talking, share equipment well and wait to take turns.

- Reading is taught well, with a good emphasis on the teaching of phonics (the link between letters and sounds) combined with a range of reading techniques. This was seen, for example, in a Year 2 session when pupils enthusiastically applied their phonic knowledge to successfully read new words and write complete sentences.
- Pupils now have more opportunities to make choices during lessons and this has increased their interest and enthusiasm for learning. In a Year 5 mathematics lesson, for instance, pupils demonstrated strong cooperation skills and responsibility when given the opportunity to learn from each other.
- Teachers regularly use imaginative resources to ensure pupils are involved in tasks where learning is active and enjoyable. For example, Year 6 pupils made excellent progress in producing written character studies when working from pictures of characters like the 'Grim Reaper'.
- The quality of marking has improved since the last inspection and is used to good effect so that pupils understand what they need to do to be successful. Teachers give good advice about how pupils can improve their work further. Occasionally, some teachers do not check carefully that the advice has been followed and has led to gains in pupils' learning.
- Generally, teachers and support staff use questioning well to explore and build on pupils' understanding as lessons progress. Occasionally, where teaching is less successful, teachers do not recognise quickly enough those pupils that need 'pushing on' or those that need extra support. In these instances, activities are not matched closely enough to pupils' attainment levels and the pace of learning slows.
- Teaching assistants and pupil support assistants make a good contribution to lessons. They share the teacher's expectations for the lesson with pupils as they work with them individually, in groups and in whole-class activities.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour is consistently good over time, from the youngest children in the school to the oldest. Relationships in the school are strong and there is mutual respect between adults and pupils. As a result, pupils feel valued and play a responsible and interested role in the way they approach their work. Occasionally, a small number of pupils become disengaged during some lessons when the work is either too easy or difficult.
- Pupils' increased enjoyment of school and their positive attitudes to learning are reflected in improved attendance rates, which have been consistently above average since the last inspection. The school gives many opportunities for pupils to take responsibility. This makes a positive contribution to pupils' perception of how important they are to the smooth running of the school.
- Pupils know about different forms of bullying, such as cyber-bullying and racism, and have a sensible understanding of how they can help to keep themselves safe. School records and logs confirm pupils' views that bullying is rare and that if they do have a concern, adults sort it out quickly. Pupils told inspectors about the positive role played by staff in ensuring there is always someone to talk to if they have any worries, so that they feel secure.

- Almost all parents and carers agree that behaviour is good in the school and that their children are kept safe. The school has established a range of effective measures during the school's refurbishment work so that pupils are consistently safe as they move from place to place during the school day.

### **The leadership and management are good**

- The school knows its strengths and weaknesses well. Accurate self-evaluation and the measured introduction of initiatives have contributed much to improvements in the quality of teaching and in pupils' achievement. The fact that the school has continued to improve during a lengthy period of refurbishment work and redevelopment is a credit to the commitment of the headteacher, senior leaders and staff team.
- The local authority provides light touch support for this good school. Links with the local 'family' of schools and other partners have successfully increased the focus on the quality of teaching. For example, it has made the most of any relevant opportunities to enhance teachers' training. Improvements in procedures to track pupils' progress have introduced greater rigour and enabled staff to be held to account by ensuring that all groups of pupils make similarly good progress.
- Developments in setting targets for teachers as part of the performance management process mean that good teaching is recognised and rewarded and teachers are increasingly reflective about their own practice. They play a key role in identifying ways to make teaching more successful and to improve pupils' learning. As a result, the quality of teaching has improved and staff morale is high.
- The development of the curriculum means that there are many opportunities to apply basic skills in different subjects and learning is stimulating and more meaningful. For example, pupils in Year 6 confidently used a range of writing skills and vocabulary when formulating a newspaper report about one of the marriages of King Henry VIII.
- Provision to support the development of pupils' spiritual, moral, social and cultural understanding is good. A variety of trips and visits are used well to enhance learning, whilst the broad and balanced curriculum encourages pupils to reflect on the world around them. For example, a group of Year 2 pupils were able to concentrate for an extended period of time in a thoughtful and calm classroom atmosphere whilst working on their pencil sketches of autumn leaves collected from the school's wild area.
- The school sees itself as being at the heart of the local community and is developing appropriate links with parents and carers and local businesses. As a result, pupils' expectations and aspirations of what they can achieve are increasing. This is reflected in one pupil's comment: 'In lessons we are taught new things which help us to be well educated for future jobs'.
- All pupils are encouraged to do their best, regardless of their abilities or backgrounds, and are positively involved and included in lessons and the life of the school. While existing partnerships are effective in supporting this, the school has rightly identified that increased links with parents and carers and with the local community will help raise pupils' aspirations for the future even further.

### **■ The governance of the school:**

- Governors are highly skilled and well informed and they make an active contribution to the school's self-evaluation. They have an accurate picture of the school's strengths and development needs. Governors provide a good level of support and challenge and play an effective role in supporting the school's development. Governors visit regularly and have built up a good knowledge of staff and how they can tackle their areas of responsibility. Governors' evaluations of the quality of teaching and pupils' performance, including how they compare to those of similar schools nationally, lead to plans of action, the success of which is used to hold senior leaders to account. Financial resources are well managed to maximise the impact on pupil achievement. The Chair of the Governing Body is perceptive about the value of spending decisions and this has led to some good decisions about, for example, how the school uses the pupil premium. Governors have authorised the recruitment of extra adults, and the school has arranged additional teaching time for pupils who are in danger of falling behind in their work. They make sure that safeguarding arrangements meet current national requirements. They work well with school leaders in promoting equality of opportunity and not tolerating any form of discrimination.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	122707
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	402112

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Jones
<b>Headteacher</b>	Adrian Nash
<b>Date of previous school inspection</b>	22 April 2010
<b>Telephone number</b>	0115 9179262
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