

Rolls Crescent Primary School

Rolls Crescent, Hulme, Manchester, Lancashire, M15 5FT

Inspection dates 28–29 April 2015

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a dynamic, well-organised and rapidly improving school that is highly effective in responding to and meeting the academic, social and cultural needs of an ever-changing school population.
- Senior leaders, including heads of school and the executive headteacher, are highly ambitious and have successfully tackled all areas for improvement identified at the previous inspection.
- Governors know the school well and know exactly what needs to be done in order for it to become outstanding. They are well trained, hold senior leaders to account and help to ensure that the quality of teaching and learning is continually improving.
- Pupils enjoy school and are well behaved. They attend regularly and say that they feel safe and secure. Pupils work well together and are very respectful of each others' religion, language and cultural traditions.
- The quality of teaching is good. Teachers and teaching assistants are skilled and experienced in their roles. They know pupils well and plan activities, including educational visits, which broaden their experience.
- Staff promote pupils' spiritual, moral, social and cultural development well in this harmonious and culturally diverse school.
- The vast majority of pupils, including those eligible for support through the pupil premium, disabled pupils and those with special educational needs make good progress in reading, writing and mathematics throughout the school.
- The attainment of pupils in Key Stage 1 has continually improved in all subjects over the last three years.
- The vast majority of parents are highly positive in their views of the school. They are highly appreciative of the many opportunities they have to participate in learning and get involved in the education of their children.
- The school is well known and respected in the community and works well in partnership with a number of schools in the Manchester Teaching School Alliance to share good practice in teaching and learning.
- Early years provision for children in the Nursery and Reception classes is good. Children enjoy learning and achieve well.

It is not yet an outstanding school because

- Activities in class do not always capture and sustain pupils' interests.
- Teachers' questioning is not always sharp enough, and pupils are not always challenged to achieve to the very best of their ability.
- The organisation of the delivery of teaching activities in the early years does not always lend itself to ensuring that the educational needs of all children are fully met.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils, and sessions aimed at helping pupils to learn to read. Four lessons were observed jointly with senior leaders.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately with senior leaders.
- Inspectors considered 27 responses to the online questionnaire (Parent View) as well as the school's own surveys of parents' views.
- Responses to a questionnaire completed by 23 members of staff were considered.
- Meetings were held with four governors, including the Chair of the Governing Body, senior leaders and staff responsible for English, mathematics, provision for disabled pupils and those with special educational needs and children in the early years.
- A meeting took place with representatives from the local authority. Informal meetings took place with parents at the beginning of the school day.
- A range of documents were examined. These included the school's reviews of its own performance, information about pupils' progress, various records of the school's checks on the quality of teaching, development plans, and records of pupils' attendance, behaviour and safeguarding documentation.

Inspection team

Lenford White, Lead inspector	Additional Inspector
Nigel Cromey-Hawke	Additional Inspector
Sheila Iwaskow	Additional Inspector

Full report

Information about this school

- This school is larger than average.
- The proportion of disabled pupils and those with special educational needs is well-above average and increasing.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding, is well-above average. (The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- Almost all pupils are from various minority ethnic groups. The majority of pupils speak English as an additional language.
- Children in the early years provision attend Nursery and Reception classes on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The school offers a breakfast club, which is managed by the governing body.
- This is a constantly changing school that experiences high levels of mobility. At the end of Year 6 in 2014 the proportion of pupils with disabilities or special educational needs was exceptionally high at well over a third. The school population is highly mobile. Approximately 35 pupils started the school after the beginning of the school year in September 2014, the majority of whom speak English as an additional language.
- A number of appointments have been made since the previous inspection. This includes up to 10 teachers and several teaching assistants. The senior leadership team has been reorganised to include a new executive headteacher and two heads of school. One new governor has been appointed.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding, and accelerate attainment even further by:
 - ensuring that activities in class always capture and sustain pupils' interests
 - sharpening questioning and making sure that pupils are always challenged to achieve to the very best of their ability.
- Improve the quality of the leadership and management of the early years by:
 - reviewing the organisation of the delivery of teaching activities to ensure that the educational needs of children are fully met.

Inspection judgements

The leadership and management are good

- This is a rapidly improving, well organised, harmonious and culturally diverse school. The leadership and management model adopted by the school is highly effective and has helped to ensure that the quality of teaching and pupils' learning has improved since the previous inspection.
- All staff, including those in the early years, teachers and teaching assistants, are fully supportive of senior leaders in their endeavours. They share their aspiration to continually improve the school and for it to become outstanding. The school has excellent partnership arrangements with a number of schools and regularly shares, and learns from, good practice in teaching and learning.
- Middle leaders including those responsible for English and mathematics are fully involved in improving the quality of teaching and learning. Together with senior leaders they ensure that pupils' progress is rigorously monitored, the quality of teaching is regularly assessed, teachers' marking is closely checked and that effective support is available for any teachers whenever it is needed.
- Senior leaders ensure that good systems are in place to monitor the quality of teaching. All teachers and teaching assistants are set challenging targets, all of which are linked to the school's priorities as identified in its various development plans. All teachers are provided with good professional development and training to ensure that they reach their targets.
- The school is well on its way to fully implementing its imaginative and creative curriculum, which is most effective in developing pupils' reading, writing and mathematical skills. Senior leaders are fully aware that pupils' attainment could be better, particularly in Key Stage 2, and continue to make significant improvements, which are helping to accelerate their performance.
- A significant proportion of pupils are eligible for support through the pupil premium, which is exceptionally well spent to ensure that they achieve well and are able to participate in all aspects of school life. In 2014 eligible pupils' achievement at the end of Key Stage 1 was better than that of all pupils nationally and their progress by the end of Year 6 was good in mathematics and reading.
- Staff promote pupils' spiritual, moral, social and cultural development exceptionally well. Pupils are courteous and respectful towards each other and staff. Pupils visit various places of worship including a synagogue and Buddhist temple and learn about Christianity, Hinduism, Judaism and Islam. They have a good appreciation of music and many opportunities to play various brass, string and percussion instruments. The school has its own transport; this enables pupils to participate in many educational visits to theatres, museums and local places of interest.
- Pupils have a well-developed understanding of British values and are fully aware of the culturally diverse nature of British society, as reflected in their school. They understand the importance of fairness, trust, and the rule of law.
- The school promotes highly productive relationships with parents as shown through their positive response to Parent View and the school's own surveys of parents' views. Parents enjoy learning with their children in the early years during 'stay and play' activities and regularly take classes to, for example, improve their own use of English and develop their understanding of mathematics.
- The school's work to promote equality of opportunity and challenge discrimination is good. This is demonstrated in the immediate action the school takes to address any differences between the performance of pupils from different groups and in the cooperative learning culture that it has created.
- Governors and senior leaders ensure that the primary school sports fund is well spent to encourage greater levels of pupil participation in activities such as basketball, football, tag rugby, cricket and gymnastics. Funding also enables staff to work alongside professional coaches who help to develop their skills in teaching various physical education activities.
- The school has a good and productive relationship with the local authority, which has most recently brokered support to improve early years provision and systems for monitoring children's progress and the quality of governance, through developing governors' skills in data analysis.
- Effective arrangements for safeguarding are in place, including in the early years. Induction procedures and ongoing staff training are good. All staff know exactly what to do if there is a concern about pupils' safety or well-being.
- **The governance of the school:**
 - The quality of governance is good and has improved since the previous inspection. Governors hold senior leaders to account, support the school well, and have a full role in improving the quality of teaching and learning. Governors have high aspirations for the school and are playing their part in

ensuring that standards for pupils are rapidly improving.

- Governors know that the quality of teaching is good. They receive regular reports from senior leaders on teachers' performance, effectively analyse data on pupils' achievement and are increasingly coming into school to, for example, check on the quality of teachers' marking. Governors are prepared to reward teachers for their work, but only if they are satisfied that they have met their targets. Governors are fully aware of the systems in place to tackle any underperformance should it occur.
- Governors know that the support through the pupil premium is making a difference for disadvantaged pupils. Governors responsible for monitoring the impact of the pupil premium regularly report on the progress of eligible pupils. Governors know that targeted small group teaching activities and, for example, one-to-one reading sessions, are helping to accelerate eligible pupils' progress across both Key Stages 1 and 2.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour has improved since the previous inspection. Pupils enjoy coming to school as evidenced by their continually improving attendance. They are courteous, get on well together and enjoy the culturally diverse nature of their school. Pupils enjoy welcoming visitors into their school and are eager to talk about their work and share their learning.
- Pupils are well behaved at all times. This includes when in class, moving around the school, at play and during lunchtimes. Pupils are always smartly dressed. They wear their school uniform with pride and are appreciative of their attractive school premises and open green spaces.
- Pupils enjoy coming together for their regular assemblies. This was shown when pupils in Key Stage 1, after orderly entering the school hall, were asked to guess the purpose of the assembly from one written word, 'friendship', which was projected onto a screen in different languages. Pupils eagerly discussed with their partners what the assembly might be about before sharing their ideas with their peers.
- Pupils, including in the early years, are of the opinion that behaviour is good most of the time. Older pupils explained that behaviour is not always good because occasionally some pupils get 'agitated' and have to be 'told off.' The majority of parents and all staff who completed the inspection questionnaire are of the opinion that behaviour is good. Inspection evidence confirms that behaviour is typically good over time.
- The school has robust systems and policies in place to ensure that behaviour and safety are good. Staff take a consistent approach to managing the behaviour of a small proportion of pupils who find it difficult to behave well all of the time.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils, including children in the early years, have a good understanding of how to keep themselves safe. Older pupils are made aware of risks relating to, for example, drug use and gang culture. They learn about the dangers associated with extremist views and radicalisation through their personal, social, health and citizenship education programme.
- Pupils know what bullying is and say that it can happen in school but that it is rare and is always dealt with effectively by teachers and support staff.
- Pupils understand most forms of prejudicial and discriminatory behaviour. Older pupils are eminently sensible when discussing these issues. For example, they say that racism is 'when you make someone feel inferior or bad about themselves because of their skin colour'.
- All pupils understand the importance of safety when using gymnastic equipment and various technologies including computers, mobile phones and hand-held games. They know how to stay safe while using the internet and that they should only visit websites that are 'age-appropriate'.
- Pupils have a good understanding of dangers associated with using roads and walkways, and Key Stage 2 pupils benefit from cycling proficiency activities.
- Representatives from various emergency services including the fire and rescue services and mounted police visit the school to give pupils first-hand experiences of their work and to develop pupils' understanding of dangers and risks.

The quality of teaching is good

- The quality of teaching, including in the early years, is good and has improved since the previous inspection. Teachers and teaching assistants have received good training in recent developments in all areas of the curriculum. They take full advantage of all of the opportunities provided to continually improve their practice to ensure that pupils achieve well.
- The quality of marking across the school is of an exceptionally high standard. Teachers are careful to ensure pupils' work is marked and up to date. They regularly check to see that pupils take note of their advice and routinely allow time during class for them to correct any errors and improve their work. As a result of this most pupils know how to take the next steps in their learning.
- Pupils are encouraged to reflect on previous learning before starting each new task. Teachers provide clear explanations of activities and about what pupils will learn. This was the case in an upper Key Stage 2 English lesson where pupils were able to confidently share their ideas about how they could improve their performance after a recent piece of written work in preparation for their end-of-year tests. All agreed that they would do better next time by, 'reading between the lines', 'using inference', 'and reading all questions to the end'.
- Teachers' work to develop pupils' reading is highly effective. Once pupils acquire the skills necessary to read they quickly develop an active interest in reading and are keen to demonstrate their ability. This was the case when pupils in Year 2 and 3, who speak English as an additional language, read to inspectors with great fluency and good expression.
- Teachers develop pupils' writing skills well through the 'big question' curriculum. This encourages them to explore in depth themes such as Mayan culture, British government, and great world leaders, and engage in different writing styles. Work in pupils' homework books shows many examples of their well-developed descriptive, poetic, formal and informal writing skills.
- Teachers' good subject knowledge and careful use of language supports pupils in making good progress. This was evident in English when, in Key Stage 1, pupils were encouraged to use 'interesting adjectives' and 'adventurous connectives'. In mathematics they were encouraged to use words such as 'height', 'length' and 'measuring' when developing their practical skills in working out the size of different objects.
- Most teachers make learning fun and engaging. This was seen in an upper Key Stage 2 English lesson where pupils were sharing their research on New York. They were very excited and talked knowledgeably about Times Square, The Empire State Building, yellow taxis and Madison Square Garden. This fired their imagination and provided them with lots of information to write an informal letter to a friend describing their experience in New York. However, occasionally teachers' questioning is not sharp enough to generate such excitement or fully engage pupils' interests.
- Pupils learn in inviting and well thought-out classrooms, which encourage them to take responsibility for their own learning. This is in keeping with the school's approach, which focuses on providing pupils with the skills and resilience necessary to 'take control of their learning'. This approach was exemplified in an upper Key Stage two mathematics class where pupils were tasked with generating 2, 3, 4, 5 and 6 digit numbers and rounding them up or down to the nearest 10, 100, 1,000, 10,000 and 100,000. However, the challenges that are set for pupils are not always hard enough, especially for the most able, who do not always progress as well as they should.
- Effective teaching of how to apply mathematical skills ensures pupils have a good appreciation of the importance of calculation skills in everyday life. Marking encourages pupils to fully explain their calculations and the methods they use for solving mathematical problems.

The achievement of pupils is good

- In 2014 at the end of Key Stage 2 pupils' attainment in reading, writing and mathematics was below average, and broadly average in grammar, punctuation and spelling. Their progress in writing and mathematics was average, and below average in reading. However, this data has to be treated with caution given the high number of pupils entering the school at various times throughout the year and the high proportion of pupils entering Key Stage 2 with little, or no English. School data show that all groups of pupils made good progress in all year groups in 2014 and that they are making accelerated progress so far this year.
- Inspection evidence, including the school's rigorous monitoring and tracking data and work in pupils' books, shows that current Year 6 pupils are making rapid progress and attaining well in reading, writing and mathematics. Pupils' attainment at the end of Key Stage 1 is average. However, it has improved year-

on-year for the last three years and is the best that it has been for at least the last five years and is rapidly improving.

- The proportion of pupils identified as secure in their phonic skills in the national screening check at the end of Year 1 in 2014 was below average. However, the proportion secure at the screening check in Year 2 was well-above average. Pupils enjoy reading and are encouraged to read as much as possible both in school and at home. They are familiar with the work of several authors and enjoy comedy, adventure, science-fiction and non-fiction books.
- Pupils make good progress in writing across the school and are currently making accelerated progress this year. The 'big question' curriculum provides many opportunities for pupils to write about their many visits and visitors, which link to each term's theme, and to explore and research topics of interest. This they regularly do through their homework activities, which encourage them to write about family life and cultural traditions and produce and share recipes for, for example, salt and pepper soup. Teachers' approach to improving pupils' grammar, punctuation and spelling is consistently good and supports pupils' good progress in these areas.
- Pupils' progress in mathematics is good. Teachers' precise marking encourages pupils to fully explain their calculations and methods for working out problems. Their approach to practically applying mathematics, including in the early years, ensures that pupils have a good appreciation of the importance of calculation skills in everyday life.
- The school's excellent systems for tracking pupils' progress ensure that any in danger of falling behind are quickly identified and supported. This includes those who speak English as an additional language. Specialist teachers and teaching assistants are highly skilled at understanding how such pupils learn. There are 41 different languages spoken by pupils currently in school and the school caters well for all of these languages. Good teaching ensures that they make exceptionally good progress once they have acquired English.
- Pupils from minority ethnic groups made good progress in reading, writing and mathematics across the school in 2014. The school's data show that their progress is as good as that of their peers and that they are attaining well.
- Disabled pupils and those with special educational needs are exceptionally well supported by well-trained and very caring staff. For example, the one-to-one support available for pupils who find reading difficult is outstanding and ensures that they make accelerated progress. Often from exceptionally low starting points, the attainment of these pupils at the end of Key Stage 2 in 2014 was just below that of similar groups of pupils nationally in all subjects, except grammar, punctuation and spelling, which was above average. Their progress was equal to similar groups in reading and writing, and above in mathematics.
- The attainment of disadvantaged pupils at the end of Key Stage 2 in 2014 was broadly the same as that of their peers in school in all subjects. Their attainment in reading, writing and mathematics was approximately two terms behind their peers nationally in reading, writing and mathematics. Currently there is no difference between the attainment of these pupils and their peers in school and they are making the same good progress across the school in all subjects.
- More challenging work in class, public speaking opportunities, extra work through before- and after-school clubs and Saturday school are all helping to ensure that more of the most able pupils are performing especially well in reading. A small minority regularly engage in challenging activities, which are set at the highest possible Level 6 in mathematics, writing and grammar, spelling and punctuation.

The early years provision

is good

- At the time of the inspection staff responsible for the leadership and management of the early years provision were on maternity leave. However, senior leadership has taken decisive action and has sought specialist advice from outstanding early years providers to ensure that standards remain high and that all aspects of early years provision are good, including leadership and management.
- Inspection evidence confirms that school data on children's progress in Reception in 2014 are inaccurate. This is backed up by the good progress made by pupils now in Year 1 and the good quality work in their 'learning journals' from the previous year. Training has been made available to all early years staff and all assessments are rigorously checked for accuracy between partner schools and by external consultants. These actions have ensured that staff now have realistic expectations of what children can achieve and an accurate and realistic picture of children's progress this year.
- Most children start in the Nursery classes with skills and abilities that are significantly below those typical for their age in most areas of learning, including communication, language, reading and writing. However, all groups of children make good progress through Nursery and Reception and an average proportion

enter Year 1 with the skills necessary for the next stage of their development.

- Staff celebrate various festivals and cultural traditions, this helps to ensure that children from different cultures get on exceptionally well together. Children settle into routines in Nursery and Reception classes quickly and behave well and safely at all times. They are very cooperative, happy, confident and eager to learn new things.
- The quality of teaching is good. Staff are skilled and well trained and are quick to take all opportunities to develop children's skills and knowledge whenever possible. For example, they are encouraged to count the number of children present during registration, sound out the letters of the days of the week and read-out words and sentences from the white board.
- Staff make learning interesting and fire children's imagination. This was the case when children in a Nursery class were learning about the life cycle of a butterfly. After discussing the various stages with children the teacher checked their understanding before getting them to sound-out and write down the words 'butterfly', 'egg' and cocoon' with their magic pens. In a Reception class children demonstrated their excellent understanding of the incubation period of an egg, and why eggs have to be kept warm.
- Staff have very positive and productive relationships with parents who enjoy participating in 'stay and play' activities and regularly take advantage of various workshops to, for example, further develop their understanding of how children learn.
- Good procedures are in place to ensure children's smooth transition from home into Nursery and from Reception into Year 1. Experienced bilingual staff ensure that children's learning can be assessed in their home language.
- Early years provision is good. Many examples of children's writing and artwork are on display. This helps to develop their self-confidence and self-esteem. Outdoor learning areas are safe and secure and enhance children's enjoyment of learning. Children enjoy lining up blocks according to size, dancing, riding around on wheeled toys and growing vegetables. However, at times, due to the large number of children in four classes, teaching activities are delivered in areas where the busy activities of different groups of children can be heard. This can interrupt the flow of learning and adversely impact children's otherwise good progress.

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

Unique reference number	131953
Local authority	Manchester
Inspection number	462316

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair	W.R Harding
Headteacher	Jeff Reynolds and Helen Turner
Date of previous school inspection	18 June 2013
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