

# Rosliston CofE Primary School

URN: 112851 | Inspected: 09 December 2025

## Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

## Achievement Needs attention

The school has focused its work to help pupils master the most important knowledge and skills that they need in their reading, writing and mathematics. However, too many pupils lack these vital skills. Over time, too many pupils do not achieve the expected standard in writing at the end of key stage 2, where published outcomes are consistently below the national average. Although an improving picture, on average, across the last 3 years, the proportion of disadvantaged pupils reaching the expected standard in reading, writing and mathematics has also been below the national average.

Pupils' knowledge and understanding of content that they have learned in the wider curriculum and the quality of their work, such as in geography and science, varies. Overall, too many pupils are not as well prepared for secondary school as they should be.

## Curriculum and teaching Needs attention

Leaders do not have a sharp enough focus on securing pupils' basic skills in reading, writing and mathematics. While these skills are identified in the curriculum, staff do not focus enough to help pupils acquire them. While the school has systems in place to check on what pupils know and remember, staff do not consistently identify misconceptions in these basic skills and resolve them swiftly. The school has clear ambition for pupils to engage in their learning. However, teachers do not routinely make appropriate adaptations when needed so that pupils consistently and successfully secure their learning across the curriculum. Leaders are making improvements, for example the school has provided more training to help staff develop their expertise. The curriculum does set out clearly the key knowledge and skills pupils need to know, including important vocabulary, and when this should be taught. These improvements have a positive impact in some places, such as in the teaching of art and design, where teachers model correct techniques and pupil engagement is high.

## Early years Needs attention

In early years, the school does not have a sharp focus on the development of children's communication and language. Learning activities do not routinely develop children's spoken and written language. Interactions between pupils and adults are not typically of high quality. This means that children's development of language and vocabulary does not develop quickly enough and holds children back from being ready for Year 1. Although learning to read is a priority at this school, some children do not develop the skills they need to read and write

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fluently. Leaders want children to make the best start to school life and recent changes have brought about a tighter focus on the early years provision. Leaders have made improvements, for example staff are aware of children's starting points and what they should check in relation to their learning. This includes the range of vocabulary that children should know and use. Relationships between adults and children are positive. Adults set out clear expectations and rules for behaviour and routines. These are generally followed well. Children get on well together. They collaborate with each other and share learning opportunities. Parents and carers say that they receive the information they need to support their child's learning at home.

## Inclusion Needs attention

The support for pupils who need additional help with their learning is inconsistent. This includes pupils with special educational needs and/or disabilities (SEND). The tasks that teachers set do not routinely align with the individual support plans provided to staff by the school. However, the support for some pupils, including those who speak English as an additional language, is effective. Some pupils receive the help that they need, for example, in learning to read. The school has faced significant challenges recently. There has been a large increase in the numbers of pupils starting the school with barriers to their learning. Leaders involve parents and external agencies to understand and plan for pupils' needs. They are committed to supporting these pupils to settle quickly. Leaders articulate a clear ambition for inclusion, underpinned by effective systems to identify pupils' needs well. This information is shared in a helpful SEND support plan for each pupil. The recent introduction of training helps to ensure that teachers are aware of their responsibility for teaching pupils with SEND. That said, the quality of support to meet pupils' needs varies. There is a clear plan for supporting pupils through the use of pupil premium funding. However, this plan is not as well developed as it should be and governors do not have sufficient oversight of it.

## Leadership and governance Needs attention

Leaders demonstrate clarity of purpose and are determined to improve the school. However, they recognise that there is still work to do. Leaders at all levels do not sharply focus on the important things that need to improve. For example, to raise the achievement of disadvantaged pupils. Governors lack strategic oversight of the work of the school. This means that they do not typically provide enough challenge and support. Leaders understand the school's strengths and

areas for improvement

. They have worked closely with other agencies to establish the support needed to make any necessary improvements. Leaders' decisions are based on what is best for the pupils. For example, they have recently strengthened systems to support pupils with special educational needs and/or disabilities (SEND). Leaders have established a positive sense of team within the school. Staff feel well supported. They feel that leaders consider their workload and do what they can to reduce it. They are united in their ambition to make this school better. However, leaders are aware that staff need greater expertise to ensure that pupils do as well as they can, particularly disadvantaged pupils and those with SEND.

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## What it's like to be a pupil at this school

Pupils are happy and safe in school. They trust staff to listen and act if they have any worries. Pupils know what bullying is, including online bullying. Pupils describe staff as kind and caring. Staff are concerned about pupil's wellbeing and support them when they may feel sad. Pupils walk calmly around school and greet adults politely. They enjoy coming to school and attend regularly. Lessons start smoothly because pupils know the routines. Most want to learn. However, low-level disruption sometimes gets in the way. Pupils say that calling out and distractions can make it hard to concentrate. Teachers deal with this, but not consistently. This means that some learning time is lost. Routines are not well embedded in some classes. This impacts how well pupils behave and achieve. Pupils enjoy reading and talk about the books they read at school and at home. They like practical work in art and design and feel proud when they do well in mathematics. Pupils know, understand and try to live out the school's values, for example honesty and respect. Pupils benefit from the leadership roles that the school makes available to them, such as being a reading ambassador or play leader. They also enjoy trips and residential visits, which make school life exciting. Pupils learn about fundamental British values and tolerance through assemblies and lessons. Pupils' achievement across the curriculum is inconsistent. Pupils' writing is not developed as well as it should. Staff do not routinely spot when pupils make mistakes in their work or make the adaptations that they should to support pupils with their learning.

## Next steps

- Leaders should ensure that staff have the expertise to support pupils to secure the foundational knowledge in reading, writing and mathematics that they need to achieve well, including those achievements set out in published outcomes.
- Leaders should ensure that the curriculum across the early years is consistently well taught and that staff have the expertise to engage in high-quality interactions so that children are fully prepared for key stage 1.
- Leaders should ensure that plans to support pupils and reduce their barriers to learning, particularly those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, are implemented consistently well.
- Leaders should ensure that staff apply the recently revised behaviour policy consistently, so that pupils are supported to behave well and sustain positive attitudes to learning.
- Leaders should further develop the school's personal development offer to ensure that it is more carefully tailored to its context and pupils' aspirations. This will enable pupils, including those who are disadvantaged and those with SEND, to fully benefit from this offer.
- Governors should develop their expertise, including their oversight of the pupil premium strategy, to help them hold school leaders to account for the impact of their work, particularly on improving pupils' outcomes.

## Personal development and wellbeing

### Expected standard

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The school has established a positive offer to support pupils' personal development and wellbeing. The curriculum enables pupils to know the difference between right and wrong. This is closely linked to British values, of which pupils develop a positive understanding. Pupils understand that it is important to be respectful and tolerant of difference. They develop an appreciation of different cultures and faiths. For example, pupils make meaningful comparisons between the beliefs of the Christian faith and those of other religions. Trips and visitors to the school enable pupils to understand their place in the world and how to look after their local community. For example, trips to a local forestry centre raises an awareness of environmental issues, such as climate change. Visits from local businesses raise pupils' aspirations for what they can achieve in the future. The school also provides opportunities for pupils to hear from positive role models, such as previous Olympic champions. The school ensures that pupils explore different perspectives and debate a range of topics. This helps pupils develop their sense of character and be more understanding of others. In personal, social, health and economic education, pupils learn about healthy lifestyles, mental health and how to regulate their own behaviour. Older pupils understand healthy relationships, recognising the importance of trust and honesty, for example. Leadership opportunities, such as reading ambassadors and house captains, are valued and contribute positively to pupils' sense of responsibility and community. While the school is keen that all pupils benefit from its personal development offer, it has faced some challenges that have recently limited the range of clubs it has been able to run. This has had a particular impact on provision for disadvantaged pupils and those with special educational needs and/or disabilities. Needs attention

## Attendance and behaviour Needs attention

Pupils attend school regularly. The school makes sure that parents and carers are aware of their responsibility to ensure that their child attends regularly. Where attendance falls below that expected, leaders work collaboratively with families and external agencies to bring about improvement. Leaders are keen to provide whatever support is necessary to remove barriers to high attendance. They do this successfully. The school has found recent changes within its community challenging to respond to. Incidents of low-level disruption have increased. Leaders are aware of this and have adapted the behaviour policy to help achieve a more consistent approach. However, staff do not implement the policy consistently. They have not been able to ensure that pupils routinely demonstrate positive attitudes to their learning. Pupils enjoy attending this caring school. They enter the school building excitedly in the morning and with eager anticipation for the day's learning. Pupils walk calmly around the school. They are respectful of one another. They open doors for adults and greet them politely. Pupils say that any incidents of serious misbehaviour are dealt with appropriately. They typically behave well during play times and get on with each other, for example, Older pupils play with younger ones. All pupils say that bullying or discrimination is rare and are not tolerated.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/rosliston-cofe-primary-school-swadlincote>