

John of Rolleston Primary School

Address: Chapel Lane, Rolleston-on-Dove, Burton-on-Trent, Staffordshire, DE13 9AG

Unique reference number (URN): 145100

Inspection report: 28 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Most pupils achieve well in reading, writing and mathematics by the end of Year 6. They usually remember important knowledge and can apply it in different subjects. The work pupils produce is generally appropriate. As a result, most pupils are ready for the next stage of their education. Leaders are rightly focused on developing pupils' knowledge in reading, writing and mathematics in younger year groups. Most younger pupils secure these foundations well, and leaders are supporting pupils in closing gaps quickly, but know there is more to do.

Most pupils progress successfully through the curriculum. However, in some subjects, pupils do not achieve as well as they could. When this is the case, they do not produce consistently high-quality work across the curriculum.

Pupils with special educational needs and or disabilities, disadvantaged pupils and those who are or have been supported by social care, generally make suitable progress from their starting points.

Curriculum and teaching

Expected standard 

Leaders have created a clear sequence of learning in each subject so that pupils deepen knowledge over time. This has brought greater coherence to what pupils are taught and when.

Staff are increasingly confident in delivering the planned curriculum. They are given appropriate professional learning to support this delivery. Teaching across the school is generally effective. Staff have learned about different ways to support pupils effectively, such as adaptive teaching strategies. These strategies are successfully helping staff to meet pupils' different needs.

Leaders have previously focused on improving the teaching of reading and mathematics. This work has had a positive impact on the quality of teaching in these subjects. For example, phonics is taught daily to pupils in the early stages of reading. Consequently, pupils build their confidence and fluency. However, teaching of letter formation and handwriting is not consistently effective.

Where pupils need extra help with reading, spelling, handwriting or mathematics, targeted support is introduced to help them to keep up with their peers. Staff complete regular checks on what pupils know and can do. However, this information is not used consistently enough in some subjects to adapt teaching when learning is less secure.

Early years

Expected standard 

Leaders have a clear vision for what staff should teach and when. Staff understand and work towards this vision. The early years curriculum is thoughtfully planned and gives children a secure start. For example, children develop fine motor skills through manipulating

small objects with tweezers and weaving. The curriculum includes carefully considered outdoor provision to prepare them well for learning in Year 1 about the wider world.

Staff organise activities that help children to progress through the curriculum. The environment is engaging and supports learning well. Staff have the right expertise needed to develop children's vocabulary. Staff utilise this training effectively to support children's vocabulary development through high-quality interactions.

Children develop their knowledge of phonics well. They are beginning to read with increasing accuracy and fluency. Children develop appropriate knowledge across each area of the curriculum. This includes the most vulnerable children.

Children are safe, secure and happy. Relationships are warm and nurturing. Children progress well from their starting points, and most children reach a secure level of development. By the end of the early years, most children achieve well from their starting points. Transitions from Reception onwards to Year 1 are well thought through.

Inclusion

Expected standard 

Leaders know pupils well and identify barriers to learning and wellbeing quickly and accurately. This includes pupils with special educational needs and/or disabilities (SEND), those who are disadvantaged and those known or previously known to social care.

Leaders have high expectations of all pupils and set ambitious aims for them. Leaders make sure that staff training is well matched to pupils' emerging needs. Staff are informed about pupils' additional needs and make suitable adaptations. They use targeted interventions and, where needed, seek advice from external specialists. This helps pupils to access the full curriculum. Leaders maintain high expectations for vulnerable pupils and ensure that provision supports progress well.

Leaders use additional funding to provide targeted support for disadvantaged pupils, those with SEND and pupils who are or have been supported by social care. The school's approach is carefully planned and regularly reviewed so that support remains appropriate and effective.

Alternative provision is used appropriately when needed. Leaders make considered decisions. They work with families and professionals to agree clear outcomes for pupils.

Leaders work closely with external services, including a virtual school, to support pupils known or previously known to social care.

Leadership and governance

Expected standard 

Leaders understand the school's context and work closely with parents and carers. They have a clear vision and high expectations for how well pupils should achieve. Leaders are taking action to address areas of the school's work that need improvement, for example with improvements to the curriculum and the quality of teaching in mathematics and handwriting. Subject leaders have evaluated the quality of the curriculum and have provided feedback to staff to improve their practice. However, this is not fully embedded to be consistent. Leaders

are providing professional learning to staff. This is closely linked to the school's improvement priorities.

Governors know their roles and uphold their statutory responsibilities. They are knowledgeable about the work of the school. They know what is working well and what aspects need further improvement. Governors support and challenge the work of the school. They make appropriate checks on how leaders manage staff workload and support their wellbeing.

Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve. Staff feel valued and integral to school life and the direction of the school. Leaders seek the views and experiences of parents.

The trust has an evidence-informed professional learning programme, including coaching facilitated by trust leaders. This work supports the development of staff expertise successfully.

Personal development and wellbeing

Expected standard 

The personal development programme is well considered and broad. It takes into account the school's context and pupils' individual needs. Disadvantaged pupils are successfully supported by the personal development programme, particularly through high-quality pastoral support.

Pupils learn about healthy relationships, safety, online risks and how to live healthily. They learn about different families and being kind to others. Pupils know where to access support should they need it. They know that adults in school will help them should they need it.

Pastoral support contributes positively to pupils' wellbeing. Pupils are taught the importance of kindness and respect. Pupils learn about fundamental British values and life in modern Britain. They have visited different places of worship and demonstrate tolerance of others' beliefs and opinions. Pupils' understanding is developing well, although some aspects are not deeply embedded.

Pupils can take part in a range of inclusive extra-curricular activities, such as football, tennis and choir. Pupils can learn to play an instrument, such as the guitar.

The curriculum is enriched through carefully planned trips and visits. For example, pupils visit museums linked to the science curriculum and to the theatre. Pupils have the opportunity to perform in large-scale concerts. During Year 5, pupils develop resilience by taking part in a residential visit. Visitors are invited into school to teach pupils about how to stay safe.

Pupils value the different leadership roles they can take on. They benefit from opportunities to be a school councillor or sports ambassador. Pupils are beginning to have a positive impact on their school community.

Needs attention

Attendance and behaviour

Needs attention 

Most pupils attend school regularly. Leaders have an accurate and informed understanding of pupils' attendance. Effective strategies to support attendance are evident. Reasonable adjustments are made to attendance policies as needed.

Suspensions have been reducing year on year over the past 2 years. They are used appropriately. Reasonable adjustments to the school's behaviour approach are evident for pupils who need them, although at times these are not used as promptly as they could be. Support for some pupils in regulating and managing their behaviour is not adapted swiftly enough to keep up with their changing circumstances.

Leaders have established high expectations for how all pupils should behave. Staff have positive, working relationships with pupils. Rules and routines are well established and understood. Pupils generally follow these closely. Staff maintain high expectations of how pupils should behave. Staff provide useful reminders about behaviour expectations as needed. Instances of bullying are rare. Pupils know that staff will deal with any problems that arise, such as unkind behaviour or bullying. In lessons, pupils listen and follow instructions well. Playtimes are a happy time of the school day. Pupils participate in purposeful play throughout social times. The environment is safe and calm.

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

This is a community-orientated and inclusive school. Pupils are taught about the school 'ASPIRE' values that include working hard and trying your best. Pupils are encouraged to live these values out each day. Most pupils learn well across the curriculum and are well prepared for the next stage of their education.

Pupils enjoy coming to school and feel safe here. They know that they can talk to staff about any worries they have and that staff will help to keep them safe.

Most pupils behave well. However, some pupils need earlier adjustments and further support to help them to manage their own behaviour successfully. During lessons, most pupils are attentive and work hard. Social times are a positive part of the school day where pupils of all ages play happily together. Bullying is rare. Staff make sure that it is dealt with quickly so that it stops. Most pupils attend school regularly.

Children in the early years are well cared for and nurtured. They get off to a good start in their learning. They quickly learn to enjoy stories and reading when they join the school.

Pupils can take part in a range of inclusive extra-curricular opportunities, such as pickleball, cricket club and outdoor woodland activities. Pupils can learn to play an instrument, such as the guitar.

The curriculum is enriched through visits, such as to museums linked to the science curriculum, a farm to learn about animals and to the theatre. Pupils in Year 5 take part in an

annual residential visit. Some pupils recently visited the Houses of Parliament in London to learn about democracy.

Pupils have the opportunity to develop leadership skills through roles such as school councillor and sports ambassador. They are beginning to have a positive impact on their school community.

Next steps

- Leaders should ensure that pupils with changing circumstances receive swift and effective support to manage their own behaviour successfully.
 - Leaders should ensure that staff consistently address gaps in pupils' knowledge and understanding.
 - Leaders should ensure that there is a common approach to securing basic knowledge in letter formation and handwriting.
 - Leaders should ensure that subject leaders make a consistently positive contribution to their areas of responsibility.
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About this inspection

This school is part of Central Co-operative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Simcox, and overseen by a board of trustees, chaired by Andrew Bailey.

Inspectors carried out this full inspection under section 5 of the Education Act 2005

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the headteacher, acting deputy headteacher, the special educational needs coordinator and other leaders. They also spoke with representatives of the trust, including the CEO, trustees, members of the local governing board, a representative of a virtual school and a representative of an alternative provision.

The inspectors confirmed the following information about the school:

The school currently uses one alternative provision.

Headteacher: Jennifer McCaffrey

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspectors:

Gary Richards, Ofsted Inspector

Darren Lennon, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

342

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

11.11%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.00%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

9.06%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25 (final)	80%	62%	Above
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	55%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (final)	86%	75%	Above
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	72%	Close to average
2024/25 (final)	88%	72%	Above
2023/24 (final)	68%	72%	Close to average
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (final)	88%	74%	Above
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	46%	Close to average
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	62%	Close to average
2024/25 (final)	S	63%	S
2023/24 (final)	50%	62%	Below
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	42%	58%	Below
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (final)	S	61%	S
2023/24 (final)	33%	59%	Below
2022/23 (final)	100%	59%	Above

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	68%	-27 pp
2024/25 (final)	S	69%	S
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	78%	-28 pp
2024/25 (final)	S	78%	S
2023/24 (final)	42%	78%	-36 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (final)	S	81%	S
2023/24 (final)	33%	79%	-46 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	100%	79%	21 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.2%	13.0%	Below
2023/24 (3 term)	10.1%	14.6%	Below
2022/23 (3 term)	9.5%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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