

Rolleston Primary School

Address: Hillsborough Road, Leicester, Leicestershire, LE2 9PT

Unique reference number (URN): 134305

Inspection report: 21 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.

Strong standard ●

Early years

Strong standard ●

Children in the early years benefit from an extensive, well-resourced and purposeful learning environment. Staff know children really well. They build warm, positive relationships with them. As a result, children know that staff care for them. They feel safe, behave well and make secure progress.

Leaders and staff identify children who face barriers to their learning and wellbeing swiftly. They work together to ensure children get the support they need. Effective and well-established routines promote children's independence. Children thrive and are well prepared for Year 1.

Leaders ensure that the well-sequenced curriculum is taught effectively. Staff check learning carefully, so children build knowledge, skills and confidence. Early reading, writing and number skills are taught frequently, with purposeful opportunities to rehearse them through play. Children become enthusiastic and curious learners. They excitedly share their learning when using a magnifying glass to find spiders in the soil, and when developing their understanding of numbers by counting frogs in the water tray.

Staff engage children in high-quality interactions. There is a clear focus on language and communication, and staff help children to articulate their learning by modelling language. They extend and develop children's ideas. This helps all children, particularly those who engage less readily or find language more difficult, to develop secure knowledge and skills.

Inclusion

Strong standard ●

Leaders are determined to meet the needs of every pupil. They want all pupils to have the best possible chance to succeed. Pupils' individual needs are identified and assessed swiftly. Leaders seek support from external agencies and work closely with parents. They gather information to enable them to provide timely and appropriate support.

Highly effective provision reduces pupils' barriers to learning. Additional funding is well targeted. As a result, disadvantaged pupils, those who speak English as an additional language, those known to social care and those with special educational needs and/or disabilities (SEND) learn successfully with their peers. Leaders have high aspirations for pupils with additional needs. They ensure that these pupils develop independence and achieve well.

Pupils who find learning the hardest benefit from high-quality, inclusive teaching. This is particularly evident in the internal provision for pupils with SEND, 'Rory's room'. Here, bespoke programmes support pupils to build the skills and knowledge they need to make notable progress from their starting points.

Across all groups of pupils, leaders check pupils' progress rigorously. They ensure that targeted teaching sessions and support strategies make a positive difference. Staff benefit

from high-quality training that helps them to better understand pupils' needs and to provide effective and appropriate support.

Expected standard

Attendance and behaviour

Expected standard 

Leaders understand the reasons why pupils are absent. They track attendance carefully and use this information to support pupils and their families. For example, leaders provide pupils with access to the breakfast club and make adjustments to the start of the school day. As a result, pupils attend well, including those with special educational needs and/or disabilities and those who are disadvantaged.

Leaders have created a culture where staff support and protect pupils. Leaders and staff have consistently high expectations of pupils' behaviour. These are communicated effectively to parents, carers and pupils. Any pupils who need help to meet the school's high expectations are supported effectively. Staff know pupils well. They are proactive when they notice changes in pupils' behaviour. Support is offered to help those who need it swiftly to prevent negative behaviour. Leaders ensure that staff receive appropriate training to meet pupils' changing and sometimes challenging needs. Pupils behave well overall. In most classes, they can learn without disruption. Some pupils show commitment and positive attitudes to their learning. Many are proud of their work. Pupils are confident that bullying is not tolerated in school. On the rare occasions that issues arise, leaders deal with them effectively.

Curriculum and teaching

Expected standard 

Leaders have developed all aspects of the curriculum since the last inspection. The curriculum identifies what pupils will learn and when. It is sequenced so that learning builds from the early years through to Year 6. Leaders recognise that pupils need to be able to communicate effectively before accessing wider learning. As a result, a focus on developing pupils' vocabulary and communication skills underpins the curriculum.

Leaders demonstrate a detailed understanding of the quality of teaching across the school. They accurately identify the areas where teaching needs to improve. They ensure that staff have appropriate professional development to support them. For example, they have supported teachers' expertise in adapting provision for pupils with additional needs. As a result, leaders have secured improvements in the teaching of reading, writing and mathematics. In these subjects, pupils gain confidence and apply what they have learned. Teachers regularly check what pupils have learned in these subjects. Any gaps in learning are identified and support is provided swiftly.

Teachers give clear instructions and explanations. They introduce challenging vocabulary. Typically, they design activities that help pupils to develop and embed their learning. However, this is not consistent and, sometimes, activities do not prepare pupils well for the next stage of learning.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, have a clear understanding of their roles and responsibilities. They identify the right priorities for improvement and take swift action. They revisit priorities regularly and always act in pupils' best interests. Leaders are unwavering in their drive to improve outcomes and experiences for pupils, particularly the most vulnerable.

Governors are fully aware of the impact of leaders' work. They support and challenge school leaders effectively. This is particularly evident in the drive to improve attendance. Governors fulfil their statutory duties. For example, they carefully check that the spending of additional funding for disadvantaged pupils is having a positive impact on this group.

Leaders prioritise professional learning. They value the support from the local authority in providing high-quality training and support. Staff access appropriate training. The impact of this training is evident, for example, in the consistency of developing pupils' communication skills across the school. Staff are proud to be part of a supportive team where they say they are valued and respected. They appreciate that leaders are mindful of their wellbeing and ensure that their workload is manageable.

Leaders know the school, the community and pupils well. They build highly positive relationships with parents and carers and the wider community. Leaders share good practice beyond their school, for example, their successful work on tracking the progress of vulnerable groups.

Personal development and wellbeing

Expected standard 

Leaders ensure that the personal development programme reflects the school's context. The curriculum that supports personal development is sequenced and ensures that pupils revisit learning to embed their knowledge. It builds on the personal, social and emotional learning that begins in the early years.

Pupils learn how to look after their physical and mental health. For example, pupils know to use breathing techniques if they are feeling anxious. They are taught about safety in the community and when working online. Pupils learn about healthy relationships and different family structures. Pupils demonstrate a deep understanding of respect, but their knowledge of fundamental British values, such as democracy and the rule of law, is less secure. They learn about different faiths and cultures. However, their recall of this knowledge is limited.

There is a strong sense of community, and pupils show kindness to one another. Pupils appreciate their leadership roles as 'champions of change'. These give them a sense of purpose, responsibility and belonging. Pupils take their roles seriously and learn important skills and aspirations from them.

The pastoral offer is extensive and tailored to meet the needs of pupils. If pupils have wellbeing needs, leaders ensure that pupils can access appropriate support swiftly.

Leaders provide opportunities to develop pupils' talents and interests. These include sports, music and art clubs, as well as musical instrument tuition. Leaders respond to pupils'

requests, for example, to run a girls' football team. When necessary, leaders ensure that pupils have the additional support they need to be able to participate in these activities. Leaders ensure that trips and residential activities provide memorable experiences for all pupils through their time at the school.

Needs attention

Achievement

Needs attention 

Pupils' progress through the wider curriculum is variable. Some pupils talk about their learning confidently and produce work that reflects secure knowledge and skills. However, this is not the case across all subjects and year groups. Some pupils' learning in wider subjects is not secure.

Over time, pupils' achievement in national tests at the end of key stage 2 has been below average. Leaders have acted to improve achievement in reading, writing and mathematics. However, the impact of this work is not evident in all subjects.

In writing, leaders' work is bearing fruit. Teachers identify gaps in pupils' knowledge and provide appropriate support to help them to catch up. Last year at the end of key stage 2, achievement, including for disadvantaged pupils, was close to average. Early reading outcomes are similarly promising. Pupils' achievement in the Year 1 phonics screening check in 2025 was in line with the national average.

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

Pupils are proud and happy to be part of this inclusive and nurturing school. They arrive in the morning enthusiastic and keen to learn. They have a sense of belonging to the school community. As a result, pupils attend school well.

Staff build effective, trusting relationships with pupils and their families. Pupils know who they can talk to if they need help. They know that staff care for them and will listen to them if they have a concern.

There are high expectations of pupils' behaviour. Pupils rise to these expectations and behave well. They are friendly and polite. Children settle quickly into school routines when they join the early years. They support each other, for example when exploring, and they talk enthusiastically about their learning. Pupils play well together across all year groups. Social times are vibrant and busy. Pupils say they feel safe and that bullying is rare. If it happens, staff deal with it quickly.

Pupils take part in enrichment activities, including football, choir and arts and crafts. They enjoy their leadership roles. For example, pupils can be 'champions of change'. These champions have defined other roles, such as the digital leaders who support their peers to stay safe online. Pupils are well prepared for later life.

Disadvantaged pupils, those known to social care, those who speak English as an additional language and those who have special educational needs and/or disabilities learn successfully alongside their peers. They are fully included in the life of the school and achieve well.

Pupils enjoy learning. However, their achievement in reading and mathematics has been inconsistent over time. In other areas, such as early reading, there has been evident progress in pupils' achievement. Nevertheless, this is not consistent and there is further work to do to improve outcomes at the end of key stage 2.

Next steps

- Leaders should ensure that the curriculum is taught effectively in all subjects and year groups, with activities that enable pupils to secure their knowledge and be well prepared for the next stage of learning.
 - Leaders should continue their work to improve pupils' achievement through highly effective teaching across all curriculum subjects.
 - Leaders should further strengthen their work to deepen pupils' understanding of different cultures, world faiths and fundamental British values to make sure that all pupils are fully prepared for life in modern Britain.
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About this inspection

The chair of the board of governors in this school is Rebecca Hurford.

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 held meetings with the headteacher, senior and middle leaders, and governors, including the chair of the governors, during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision.

Co-headteachers: Dwayne Toon and Mark Durkin

Lead inspector:

Donna Chambers, His Majesty's Inspector

Team inspectors:

Kelly Royle, Ofsted Inspector

Tom Hawkins, Ofsted Inspector

Helen Loader, His Majesty's 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 21 April 2026

School and pupil context

Total pupils

424

Above 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

445

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)

48.50%

Well above 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

4.01%

Close to 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

9.91%

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 above 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	44%	61%	Below
2024/25 (revised)	42%	62%	Below
2023/24 (final)	45%	61%	Below
2022/23 (final)	45%	60%	Below

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	56%	74%	Below
2024/25 (revised)	55%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	50%	73%	Below

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	69%	72%	Close to average
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

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	61%	73%	Below
2024/25 (revised)	55%	74%	Below
2023/24 (final)	58%	73%	Below
2022/23 (final)	69%	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	42%	46%	Close to average
2024/25 (revised)	40%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	42%	46%	Close to average
2022/23 (final)	44%	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 (revised)	60%	63%	Close to average
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	52%	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	65%	59%	Close to average
2024/25 (revised)	71%	59%	Above
2023/24 (final)	61%	58%	Close to average
2022/23 (final)	63%	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	52%	60%	Close to average
2024/25 (revised)	46%	61%	Below
2023/24 (final)	55%	59%	Close to average
2022/23 (final)	56%	59%	Close to average

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	42%	68%	-26 pp
2024/25 (revised)	40%	69%	-29 pp
2023/24 (final)	42%	67%	-25 pp
2022/23 (final)	44%	66%	-22 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%	-21 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	64%	80%	-16 pp
2022/23 (final)	52%	78%	-26 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	65%	78%	-12 pp
2024/25 (revised)	71%	78%	-7 pp
2023/24 (final)	61%	78%	-17 pp
2022/23 (final)	63%	77%	-14 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	52%	80%	-28 pp
2024/25 (revised)	46%	81%	-35 pp
2023/24 (final)	55%	79%	-25 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	56%	79%	-24 pp

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 (2 term)	5.9%	5.2%	Close to average
2023/24 (3 term)	6.2%	5.5%	Close to average
2022/23 (3 term)	7.2%	5.9%	Above

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 (2 term)	18.6%	13.3%	Above
2023/24 (3 term)	19.1%	14.6%	Above
2022/23 (3 term)	21.6%	16.2%	Above

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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