

Rosewood Primary School

Inspection report

Unique Reference Number	133437
Local Authority	Lancashire
Inspection number	360513
Inspection dates	10–11 March 2011
Reporting inspector	Melvyn Hemmings

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	330
Appropriate authority	The governing body
Chair	Mrs Alex Bird
Headteacher	Mr Ian McCann
Date of previous school inspection	16 October 2007
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Introduction

This inspection was carried out by three additional inspectors who visited 19 lessons or parts of lessons. The inspectors observed 13 teachers and held discussions with members of the governing body, staff, groups of pupils, parents and carers and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information and curriculum planning. In addition, 83 responses to parents' and carers' questionnaires were received and analysed.

- The impact of recent action to improve basic skills in writing and mathematics.
- How effectively teachers guide pupils to the precise next steps in their learning.
- The extent to which leadership roles have been clarified in terms of monitoring pupils' progress and evaluating school effectiveness.
- The quality of outdoor learning in the Early Years Foundation Stage.

Information about the school

Rosewood is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is well above average. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils who start or leave school other than at the normal time of the year is above average. The school has gained the Activemark and holds Healthy School status. The privately managed before- and after-school clubs are inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Rosewood provides a satisfactory standard of education. It has a variety of strengths and is a caring school in which to learn and develop. The headteacher provides clear educational direction and there is a shared commitment among staff and governors in taking the school forward. The recently introduced scheme, by which individual pupils are given guidance about the specific small steps needed to improve their learning, is beginning to impact positively on progress in writing and mathematics. It is not yet fully embedded. The monitoring of teaching and learning is not rigorous enough to iron out inconsistencies in its quality between classes. The governing body is supportive of the school but not all governors are fully involved in promoting the school's improvement. Self-evaluation is accurate and has enabled leaders to prioritise the correct areas for development. These developments include establishing a secure assessment of children's skills on entering school so their progress can be measured accurately. Leaders work successfully to ensure pupils who join school during the year settle quickly. Relationships with parents and carers are good and working with partners effectively supports pupils' learning and development. The capacity to take the school forward is satisfactory.

Pupils make satisfactory progress and their attainment in English and mathematics is broadly average by the end of Year 6. Writing is a less successful aspect of their performance in English. This stems from a lack of accuracy in using correct grammar, punctuation and spelling to construct sentences. Pupils lack precise mathematical calculation skills, particularly in place value, multiplication and quick mental recall.

The school places strong emphasis on ensuring pupils' well-being and care and this is much appreciated by parents and carers. Pupils behave well, are polite and enjoy coming to school, as is reflected in their improving attendance. They have positive attitudes to learning and this contributes to the progress that they make. Teaching has many strengths but is satisfactory overall, rather than good, because it is inconsistent between classes. The curriculum is extended by a variety of enrichment activities, including well-attended extracurricular clubs. Children in the Early Years Foundation Stage have access to the outdoor area through the day but its use does not fully promote their learning, particularly in writing and mathematics.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment in writing and mathematics by:
 - improving pupils' skills in writing correctly constructed sentences

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- improving pupils' ability to make accurate mathematical calculations
- ironing out inconsistencies in teaching and learning between classes in order to raise overall quality to at least good.
- Strengthen leadership and management by:
 - sharpening the monitoring and evaluation of teaching and learning
 - involving all governors in promoting school improvement.
- Improve the Early Years Foundation Stage by:
 - implementing a detailed assessment of children's attainment on entry
 - ensuring that on-going assessments of children's progress are always used effectively to meet their individual needs
 - developing the use of the outdoor area to fully promote children's learning, especially in writing and mathematics.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement from their skills levels on entering school, which are generally below those typical for their age, is satisfactory. Pupils enjoy their learning and work steadily. They show high levels of enthusiasm when challenged to find things out for themselves. This was evident in a science lesson for pupils in Year 5 in which they were investigating how air resistance slows moving objects. Pupils have sound reading skills. In their writing, they lack accuracy in constructing sentences with correct grammar, punctuation and spelling. Pupils show enjoyment in their mathematical activities but are not adept at making precise number calculations.

There is no significant difference between the achievements or the learning of different groups of pupils, for example, pupils with special educational needs and/or disabilities make the same progress as other pupils because of the extra support they receive.

Pupils willingly take on responsibility, such as being a member of the school council, and in so doing, have influence on decisions about school life. This is seen in the recent changes in the dining room: metal cutlery is now used and trays and waste areas are kept tidy. Pupils are adopting healthy lifestyles well, and can explain convincingly the importance of taking regular exercise and eating a balanced diet. They say confidently that they feel safe at school and know they can talk to a member of staff if they have any worries. Pupils' improving attendance and the way they are making satisfactory progress in gaining basic skills show that they are satisfactorily prepared for the next stage of education and their future lives. Pupils' social skills develop well as they move through the school and their spiritual, moral, social and cultural development is good.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have secure subject knowledge and manage classrooms well, so that pupils are engaged in their work and little time is lost. Adults promote good relationships, which leads to classrooms being friendly places in which to learn. Teachers plan carefully to build upon previous learning. Nevertheless, not all teachers consistently set challenging work that matches the abilities of different groups of pupils. Teachers make appropriate use of a variety of resources, including information and communication technology (ICT), to support learning. Pupils in some classes are not always clear about the next steps in their learning because the guidance given to them is not precise enough. Teaching assistants are generally deployed appropriately, but not always, to support all pupils and in particular those with special educational needs and/or disabilities.

A variety of out-of-school activities, including sports, drama and art clubs, enhances the curriculum. Educational visits, including Towneley Hall as part of their historical studies, and opportunities to work with a variety of visitors, extend pupils' learning and development. Pupils' cultural development is enhanced by partnership with a school that has pupils from cultural and religious backgrounds different from their own. There are not enough opportunities for pupils to practise and extend their writing skills by writing at length across the curriculum. The curriculum successfully promotes pupils' adoption of a healthy lifestyle, as reflected in it gaining the Activemark and Healthy School status. A

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residential stay for pupils in Years 5 and 6 at an activity centre in North Wales effectively supports their personal and social development.

The school provides a safe and welcoming learning environment. Staff know the steps to take if they have any concerns about the well-being of a pupil. Support for the increasing numbers of pupils who, due to their circumstances, are potentially vulnerable plays an important role in promoting their learning and development. This has enabled some of them to overcome difficult personal circumstances. Effective links with outside agencies, including the educational psychologist, ensure that extra support for individual pupils is readily available, if required. Comprehensive transition arrangements effectively minimise any disruption to the learning of pupils who join during the year and prepare pupils well for their next class. Leaders have worked successfully over the last year to improve attendance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders work well together to enthuse staff and morale is high. They are clear about their individual and joint roles in terms of monitoring pupils' progress and evaluating school effectiveness. The governing body discharges statutory responsibility diligently, is supportive of staff and pupils and ensures they are safe. Not all governors however are fully involved in influencing the direction of the school. Lesson observations are undertaken but areas for development are not always rigorously followed up to see if teachers have acted upon them successfully. The promotion of equality of opportunity is sound and leaders do not tolerate discrimination of any kind. They have detailed information about the progress of different groups of pupils, which has highlighted the need to improve the consistency of teaching and learning between classes. The procedures for safeguarding (the system of protecting and caring for pupils) are comprehensive and reviewed on a regular basis. All staff are given good-quality training, especially in child protection.

The school works effectively in partnership with others, including the local network of schools and the Burnley Schools Sports Partnership. As a result, pupils' learning and development are enhanced, for example in sport and the arts, in ways that the school could not provide on its own. Leaders have successfully developed community cohesion, with the school and local community working closely together. Cohesion at national and global levels has been strengthened through links with a school in Accrington, which has pupils mainly of the Muslim faith, and with a school in Tanzania. The school has a positive

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relationship with parents, ensuring they are supported in developing their children's learning and taking account of their concerns and suggestions.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Staff have a sound understanding of the needs of children of this age and work well as a team to ensure they are met. Children co-operate well in pairs and small groups, taking turns and sharing fairly. They behave well and participate enthusiastically in their activities, such as when using the role play area set out as a garden centre. They are encouraged to make choices for themselves, which contributes positively to their personal development. Staff make on-going assessments of children's progress but do not always use them effectively to challenge children of different ability. Children with special educational needs and/or disabilities are given extra support to make sure they make the same progress as others.

Safeguarding arrangements are comprehensive and ensure children's safety and well-being. The curriculum is enriched by such features as 'Culture Days' when parents and carers are invited into school to work with their children. The lack of detailed information about children's attainment on entry makes it difficult for staff to measure their progress accurately. Activities provided in the outdoor area do not fully support children's learning and development, particularly in writing and mathematics. Relationships with parents and carers are positive and they are kept informed about their child's progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers returning completed questionnaires was average. The very large majority was positive about the school's work and the efforts of all staff. Two comments were typical: 'Rosewood provides a happy learning environment and staff really care about the children' and, 'parents are kept very well informed and all staff are very approachable'. There was no significant trend of negative views. Inspection judgements support the positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosewood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 83 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	70	23	28	0	0	0	0
The school keeps my child safe	62	75	17	20	1	1	0	0
My school informs me about my child's progress	46	55	32	39	2	2	0	0
My child is making enough progress at this school	44	53	32	39	5	6	0	0
The teaching is good at this school	48	58	27	33	3	4	1	1
The school helps me to support my child's learning	49	59	23	28	6	7	1	1
The school helps my child to have a healthy lifestyle	36	43	41	49	3	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	41	39	47	1	1	2	2
The school meets my child's particular needs	43	52	30	36	5	6	0	0
The school deals effectively with unacceptable behaviour	35	42	36	43	6	7	0	0
The school takes account of my suggestions and concerns	41	49	29	35	6	7	1	1
The school is led and managed effectively	42	51	32	39	2	2	3	4
Overall, I am happy with my child's experience at this school	51	61	23	28	3	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2011

Dear Pupils

Inspection of Rosewood Primary School, Burnley, BB11 2PH

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that your school is satisfactory and that:

- by the end of Year 6 you attain average standards in English and mathematics
- you behave well and have positive attitudes to learning
- staff make sure you are safe in school and on visits
- you have a good understanding of how to live healthily
- the curriculum is extended by a variety of extracurricular activities and visits to places such as Towneley Hall
- you enjoy school and adults care about you, as indicated in your questionnaires
- the headteacher, staff and governors are working hard to help you do better.

This is what we have asked your school to do now:

- improve your writing skills and ability to carry out mathematical calculations accurately and make sure all of you make at least good progress
- check carefully the quality of teaching and make it at least good in each class
- make better use of the outdoor area for younger children to support their learning and development.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely,

Melvyn Hemmings

Lead Inspector

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