

# Rosegrove Infant School

## Inspection report

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<b>Unique Reference Number</b>	119258
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	395495
<b>Inspection dates</b>	18–19 April 2012
<b>Lead inspector</b>	Jane Millward HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–8
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Welsh
<b>Headteacher</b>	Jacqueline Stewart
<b>Date of previous school inspection</b>	19 September 2007
<b>School address</b>	Owen Street Burnley BB12 6HW
<b>Telephone number</b>	01282 424919
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## Introduction

Inspection team

Jane Millward

Her Majesty's Inspector

This inspection was carried out with two days' notice. Eight lessons were observed taught by seven teachers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. Meetings were held with groups of pupils, the Chair of the Governing Body and members of staff. The inspector observed the school's work and looked at a range of documentation, including the school development plan, pupils' work, progress data, minutes of governing body meetings, attendance data and safeguarding records. She analysed 41 inspection questionnaires completed by parents and carers and those submitted by staff and pupils.

## Information about the school

Rosegrove Infants is smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is higher than the national average. The proportion of pupils from minority ethnic backgrounds is lower than the national average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils with disabilities and those with special educational needs is above average. The majority of pupils is from a White British heritage.

The school holds awards for Investors in People and has achieved Healthy School status.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- Rosegrove Infants is a good school. Pupils enjoy learning and very positive attitudes between adults and pupils exist. Pupils succeed in a supportive environment and the care provided by all staff is of a high quality. Adults know pupils very well and provide effective, targeted support to ensure that they make good progress. The school is not outstanding as some pupils are not making as much progress as that of their peers.
- Children enter reception with skills and knowledge typically below those expected for their age. They make good progress across the school and leave Year 2 with attainment levels that are broadly average. In some cases, the more-able pupils are not challenged as well as they might be.
- Teaching is good. This is because teachers consistently use a range of effective strategies which meet pupils' needs and interests. Much learning is derived from work which is related to pupils' interests.
- The majority of pupils is very well-behaved. They are polite and courteous. Most pupils say they feel safe and that instances of bullying are rare. The school is particularly effective at meeting the needs of pupils who display challenging behaviour. Attendance is average and while systems are in place to monitor absence rates, the school is not doing enough to encourage some pupils to come to school regularly.
- Strong leadership has ensured that the school community shares a common sense of purpose. Leaders hold an accurate view of the school's strengths and weaknesses and provide effective leadership of teaching. Monitoring and evaluation procedures are in place to judge the school's performance. However, subject leaders do not always have enough ownership of evaluating their subject areas and the school does not involve the governing body as well as it might in monitoring and evaluating the school's actions.

## What does the school need to do to improve further?

- Further improve attainment and rates of progress for the higher-ability pupils by:
  - providing challenging activities which encourage pupils' independent learning
  - encouraging teachers to hold the highest expectations of what pupils can achieve
  - ensuring that high expectations are communicated through teachers' marking of pupils' work.
  
- Further develop rigorous monitoring and evaluation procedures by:
  - ensuring that the monitoring by subject leaders is sharply focused and that findings lead to actions to bring about further improvement
  - further developing the governing body procedures for monitoring and evaluating the school's actions.
  
- Further reduce pupils' absence and vigorously promote good attendance by:
  - impressing on parents and carers their role in ensuring regular attendance
  - providing more incentives in school to encourage pupils to attend school.

## Main Report

### Achievement of pupils

Pupils make good progress over time and achieve broadly average standards in reading, writing and mathematics. They are keen to learn and persevere with tasks until they achieve success. They enjoy the challenges teachers set and become confident learners who can solve problems and think independently. In the Early Years Foundation Stage children worked well together to investigate how far a car would travel when the height of a ramp was changed. Good levels of co-operation ensured that the activity was highly successful. In a Year 1 lesson pupils enjoyed segmenting difficult words such as 'elephant' and 'phantom', when learning the 'ph' sound. In a Year 2 lesson pupils selected their own numbers to make challenging number sequences with missing numbers.

Pupils' academic achievement is good because teachers know the capabilities of their pupils and they systematically build on their basic skills as they move through the school. Children start school with skills that are typically lower than expected and the exciting and interesting curriculum ensures that good progress is made by all groups of pupils. There is no significant difference between the attainment of different groups of pupils, although the school is focusing on improving boys' achievement. All parents and carers who completed the questionnaire agree that the school helps their children to develop skills in communication, reading, writing and mathematics. Disabled pupils and those with special educational needs make good progress from their starting points, because activities are matched to their needs and they receive effective support. On occasions, the more-able pupils are not challenged as well as

they might be, because teachers' expectations are not always high enough for these pupils.

Pupils say they enjoy reading and a rigorous programme to teach phonics (the sounds that letters make) is in place. Pupils show a good awareness of how to decode words and teachers make regular assessments on their phonetic understanding. Pupils have a limited knowledge of authors and would like teachers to read stories more regularly. Good progress in reading results in attainment which is broadly average.

### **Quality of teaching**

All parents and carers who responded to the questionnaire agree that teaching at the school is good. The inspector agrees with this view. Teaching is successful because common approaches are consistently applied in all classrooms and teachers use a range of strategies to involve pupils in their learning. Teachers question precisely and capture opportunities to consolidate prior learning. As one parent stated, 'the teachers provides my child with material that challenges them.' Pupils work diligently and enjoy a range of activities which very often have originated from their interests. Positive relationships ensure that pupils are willing to take risks with their learning. Additional adults are well-deployed and provide valuable support, especially to lower-ability pupils. This support ensures that teaching and learning for pupils with a disability or special educational needs is effective.

Pupils' personal development is a strength of the school and the curriculum provides links between subjects. Enrichment activities further enhance the curriculum and regular visitors to school ensure that learning is relevant and purposeful. Pupils' well-developed social skills ensure that learning is rarely disrupted. Learning develops pupils' ability to show consideration, engage in reflection and to appreciate others' points of view from an early age. Lessons are carefully planned to enable pupils to develop their numeracy and literacy skills across the curriculum. The use of the social and emotional aspects of learning (SEAL) and social and emotional aspects of development (SEAD) programmes effectively provide opportunities for the promotion of pupils' social, moral and cultural development.

A marking policy has been implemented and is adhered to across the school. However, in some instances, more-able pupils' work is celebrated, but insufficient guidance is given to indicate to them their next steps of learning.

### **Behaviour and safety of pupils**

Pupils are polite, courteous and interested in the views of others. They get on well with each other and enjoy school life. As one pupil said, 'I don't want anything to change.' Expectations of pupils' behaviour are high and the inspector observed pupils behaving extremely well. A few pupils display challenging behaviours, but these are well-managed by all staff. Almost all parents and carers who returned the questionnaire consider that their children are safe in school and that there is a good standard of behaviour. Even the youngest pupils show a good awareness of risks and dangers. They have a good understanding of the dangers of the Internet. Some

pupils have a limited understanding of racism, although no racist incidents have been reported in the school.

Staff share a consistent approach to behaviour across the school. As a result, the vast majority of pupils say they feel safe. A range of visitors is invited into school to support the teaching about how to keep safe, for example, the fire brigade and police. Interesting lessons contribute to good behaviour, where pupils show positive attitudes to learning. The school takes all types of bullying seriously and pupils know problems are sorted out if they raise a concern.

Attendance is average and has remained static over recent times. The school encourages pupils to attend school regularly, but there are too few positive incentives to encourage better attendance. Strategies are in place when pupils are absent to encourage parents and carers to follow school procedures, although this does not always happen.

### **Leadership and management**

Effective school development, accurate self-assessment, focused professional development and ambitious leadership are all evident at Rosegrove Infant School. This results in the school being well-placed to secure further improvement. Leaders in school are focused on improving outcomes for all pupils. Activities to monitor the work of the school mean that senior leaders know the school well and performance management has been appropriately implemented as a result. Teachers are held to account for the progress being made by pupils through useful pupils' progress meetings. The headteacher holds a clear vision for the school. Her aim is to provide the best outcomes for all pupils while maintaining a caring, welcoming and safe environment. One parent stated, 'our child thoroughly enjoys being at this school. The staff are very pleasant and helpful and the school is warm and welcoming. I would recommend this school to another parent.'

The governing body is supportive of the school and the work of the headteacher. Members meet their statutory duties. Governors are keen to develop aspects of accountability for all members of staff. Good links with external agencies are used well to overcome any barriers that pupils face in their learning or their behaviour.

The school's curriculum contributes to good pupils' achievement and to their spiritual, moral, social and cultural development. The curriculum meets the needs of learners well and a wide range of enrichment activities is very well received, for example, with visits to the local mosque and Hindu temple. The curriculum is effective because pupils have genuine opportunities to influence what they learn.

The school has promoted links with parents and carers by delivering workshops to help them support their children's learning. A recent drop-in session to see how the school teaches phonics was well received. Regular newsletters enable parents and carers to know what is going on in school, although a few voiced some concerns with lines of communication.

Middle leaders have a consistent approach to leading their subject areas. They monitor their subjects and hold staff meetings to inform staff of developments. They

have received training from the local authority to enable them to be effective. This aspect of work is not embedded across the school and subject leaders are not involved enough in all areas of school improvement.

The school's arrangements for safeguarding pupils meet statutory requirements and leaders promote equality and tackle discrimination. Leaders ensure that there is good provision for disabled pupils and those with special educational needs.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



20 April 2012

Dear Pupils

### **Inspection of Rosegrove Infant School, Burnley, BB12 6HW**

Thank you for welcoming me to your school recently. I learned a lot from listening to you read, watching your lessons, looking at your work and talking to you about your school. As you know, I came to see how well you were doing and what you said helped me with my findings.

Rosegrove Infants is a good school and I could tell that you are proud of your school. You feel safe in school and you know who to turn to if you have a problem. I agree that your teachers take good care of you. You make good progress over time and your teachers are good at making learning fun. The headteacher, teachers and governing body are committed to doing their best to make sure that the school keeps getting better.

It is my job to find out how schools can do even better. I have asked your headteacher, teachers and the governing body to work on three things in particular:

- to raise attainment and improve progress for more-able pupils
- improve how the school checks on how well things are working
- improve attendance.

I know that you will want to help in every way you can, so please continue to try hard in lessons. I wish you every success in your education.

Yours sincerely

Jane Millward  
Her Majesty's Inspector

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