

# Rosedale Church of England Infant School

Stroud Avenue, Short Heath, Willenhall, WV12 4EG

**Inspection dates** 23–24 April 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. All groups of pupils make good progress from their starting points and, by the end of Year 2, some pupils have made exceptional progress.
- Teachers have high expectations and most lessons interest the pupils. This means that they are able to focus and learn well.
- Pupils show good attitudes towards learning and are engaged in lessons. Their behaviour in and around the school is sometimes of a high quality. They feel safe in school.
- The good leadership, drive and determination of the executive headteacher and head of school are bringing about improvements. As a result, actions to improve the quality of teaching are being successful.
- Governors support the executive headteacher well. They are knowledgeable about the school and are clear about what needs to be done in order to improve it further.
- Attendance has improved since the previous inspection. It is now in line with the national average and is continuing to improve.
- Parents and carers speak positively about the school. They praise the leadership and the quality of teaching, the approachability of the staff and the level of care that the school provides.

### It is not yet an outstanding school because

- The teaching of phonics (letters and the sounds they make) is not effective enough to move the learning of reading on at a faster rate. Pupils are not yet reading a wider range of different types of books.
- Teachers do not have high enough expectations of how well pupils can use their literacy and numeracy skills across a range of subjects.

## Information about this inspection

- Inspectors observed 21 lessons, of which five were joint observations with the head of school. In addition, the inspectors listened to pupils read and observed a whole school assembly.
- Inspectors looked at a range of documentation, including the school improvement plan, the school’s own assessment data and records of lesson observations, reports from the local authority and the school’s safeguarding documentation.
- They held meetings with the Chair of the Governing Body and four other governors, staff including senior leaders, a group of pupils and a representative from the local authority.
- Inspectors took account of the 18 responses to the on-line Parent View survey and met with some parents and carers informally at the start of the school day.
- Rosedale CE C Infant School is part of the Short Heath Federation. Short Heath Junior School was inspected, by a different inspection team, on the same days and some inspection activities, such as meetings with personnel involved in both schools, were combined.

## Inspection team

Graeme Burgess, Lead inspector

Additional Inspector

Jean Whalley

Additional Inspector

## Full report

### Information about this school

- Rosedale CE C Infants School is part of the Short Heath Federation, which includes Lane Head Nursery School and Short Heath Junior School. Each school has its own head of school and there is one executive headteacher and one governing body with overall responsibility for all three schools. The head of school at Rosedale is an interim appointment.
- Rosedale CE C Infants School is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is in line with the national average. The proportion supported through school action plus, or with a statement of special educational needs, is below the national average.
- The proportion of pupils who are eligible for pupil premium funding, which is additional funding for pupils known to be eligible for free school meals, looked after children or children of service families, is average. There are no children of services families in the school.
- Since the last inspection the school has appointed a number of new members of staff, including the interim head of school.

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

- Improve the quality of the teaching of reading from good to outstanding by ensuring that:
  - all members of staff responsible for teaching reading have an excellent knowledge of teaching phonics in order to quicken progress in reading
  - pupils are encouraged to read, both at school and at home, from a wider range of books.
- Increase the impact of literacy and numeracy skills in other curriculum areas by improving the expectation that teachers have of the pupils in lessons other than English and mathematics.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress from their starting points in all year groups.
- Progress in writing and mathematics are particular strengths of the school. This is because the school recognised these as areas of need and introduced well-planned changes through a range of different programmes. The decline in attainment over recent years has now been halted and is on a rising trend. As a result, some pupils in Year 2 are on track to meet standards which are higher than the national average in writing and mathematics when they leave school.
- Pupils in Reception classes are making good progress from their starting points, which are generally well below expectations for their age. Pupils in Year 1 are now making rapid progress, exceeding that expected for their age, in all subjects.
- The outcomes of the phonics screening check for pupils in Year 1 in 2012 were below those found nationally. The school has responded well by targeting this need, and the current Year 1 pupils are now on track to exceed the national average. However, the rate of progress in reading is not as good as that in writing and mathematics because teachers' knowledge of the teaching of reading, particularly phonics, is not as strong as it could be. In addition, pupils are not yet reading from a wide range of books, both at school and at home.
- Progress in writing is good because the school provides a wide range of meaningful opportunities for pupils to write across different subjects. For example, pupils write postcards to Kenya linked to their geography topic work and extended descriptions linked to science topics. In lessons other than English and mathematics, however, pupils do not make the same rate of progress as they do in literacy and numeracy. This is because teachers' expectations in subjects other than literacy and numeracy are not yet high enough to ensure that their improving basic skills are used to the same effect in all lessons.
- More-able pupils in mathematics thrive in Year 2 because they are given work that is at the right level of challenge and difficulty. Pupils enjoy this harder work and have an exemplary attitude towards their learning in mathematics. They listen and respond well to the support given by the staff.
- Disabled pupils and those who have special educational needs are successfully meeting the challenging targets set for them and are making good progress. The school has high expectations of pupils, regardless of any barriers they have to overcome. The good progress made by all groups reflects the school's strong commitment to ensuring that all pupils succeed.
- Pupils who are eligible for support through the pupil premium funding are also making good progress. The school has used its funding to provide these pupils with extra support in lessons by appointing additional members of staff to work with them individually and in groups. Based on their average point scores, pupils known to be eligible for free school meals are mostly performing at a level which is above other pupils in the school and pupils nationally in reading, writing and mathematics.
- All groups of pupils achieve well and the school promotes equality of opportunity successfully.

### The quality of teaching is good

- The majority of teaching in the school is good because teachers are aware of the pupils' starting points and plan work which is matched to their need. As a result, pupils are making good progress in lessons and over time.
- Teachers and teaching assistants are skilled in asking pupils questions which develop their understanding and extend their learning. For example, questions asked during guided reading sessions encourage the pupils to think carefully about what might happen next to the main character based on a number of clues on the previous page.
- Writing and mathematics are taught well. As a result, the more able pupils are currently on track

to achieve above the national average by the end of the year.

- Reading is taught less effectively, however, because some teachers' subject knowledge is not as secure as it could be and the pupils are not yet reading from a wide enough range of books.
- The teaching of literacy is well planned, with plenty of opportunities for the pupils to use their developing skills in extended writing activities. All groups of pupils enjoy the wide range of opportunities for writing that are planned throughout each school term.
- Teachers make good links between subjects. For example, pupils practise their literacy, mathematics, science and geography skills when learning about Kenya, growth in science and the Easter Story. However, teachers' expectations of pupils' work in subjects other than literacy and numeracy are not as high as they are in English and mathematics. This means that progress in these lessons is not as rapid as it could be.
- Teachers create a positive climate for learning in the majority of lessons. As a result, pupils enjoy their lessons and learn well.
- The quality of teachers' marking is good across the school. Teachers use marking to show the pupils what they have done well and what they need to do next to improve. In Year 2, pupils are encouraged to respond to the teacher's marking, which some of them are doing, and to complete a challenge which moves their learning on at an accelerated rate.

### **The behaviour and safety of pupils** are good

- Pupils' attitudes are consistently positive and there are some examples of outstanding behaviour both in classes and around the school.
- Attendance has improved significantly since the last inspection. It is now in line with the national average and continuing to improve.
- Pupils arrive in the playground calmly with their parents and carers. This allows them to move into their daily routines and to settle into their work quickly and effectively.
- Behaviour in the majority of lessons is good, and sometimes outstanding. Pupils demonstrate a positive attitude towards their learning and are keen to do well. Pupils' good attitudes towards their learning contribute well to their good progress.
- Behaviour on the playground during break times is outstanding. This is because the school ensures that there is a high number of staff alongside the pupils and that pupils have access to a wide range of play equipment such as cheer leader pompoms, skipping ropes and mark-making pens and chalks.
- Teachers manage behaviour very well. Whole school behavioural management systems are in place and are used effectively by all staff. For example, in an exciting assembly, pupils can raise their hand if they think the noise level is too high, and all teachers immediately respond with a gesture of their hands which instantly re-settles the pupils.
- Pupils state that they feel safe in school. Pupils know how to keep safe when using the internet and are confident that the school responds promptly to their concerns. The school fosters positive relationships really well and pupils feel that they are listened to and respected by staff. Instances of bullying and poor behaviour are rare. Discrimination of any kind is not tolerated.
- All parents and carers who responded to Parent View and who spoke to inspectors agreed that pupils are well behaved in school and almost all agreed that their children feel happy and safe in school.

### **The leadership and management** are good

- The executive headteacher and the interim head of school provide strong leadership. They have worked effectively to bring about change that has had a considerable impact on pupils' progress across the whole school. Staff judge that they provide clear leadership and that this helps them to know how to improve their teaching.

- Leaders and managers have high expectations of teachers and pupils and set challenging and ambitious targets for pupils' progress.
- Monitoring of teaching is consistent and effective. The executive headteacher and interim head of school look at pupils' work in books, carry out lesson observations and analyse carefully the results of assessments. This gives them a clear understanding of where further improvements need to be made.
- The leaders act promptly if practice that requires improvement is identified and have a strong track record of holding teachers to account. Any weaknesses, particularly if they relate to achievement or teaching, are followed up with close monitoring and are quickly resolved.
- Training is provided when areas for improvement in teachers' practice are identified. Good support from the local authority, when required, has helped to improve teaching. There is a clear sense of purpose in the school and staff work well as a team.
- The arrangements to manage the performance of staff, including teaching assistants, are effective. Teachers have performance targets linked to the progress of pupils they teach. Decisions about pay are closely linked to how successfully teachers meet their targets.
- The school's awareness of the quality of its work is accurate and is linked to good quality improvement planning.
- Pupil premium funding is helping pupils at risk of underachieving to succeed. Eligible pupils who need extra support have benefited from the appointment of additional staff. Small-group work and individual tuition are carefully planned and targeted to improve pupils' progress in specific areas of need. The school promotes the pupils' personal development exceptionally well because pupils have an exciting range of lessons and experiences throughout each week. Pupils' spiritual development is also promoted successfully through regular religious education lessons and a weekly assembly led by the local vicar.
- A range of before- and after-school clubs and activities meet the interests of the pupils.
- **The governance of the school:**
  - Governors have a good level of expertise and an awareness of the school's information on pupils' performance. They work closely with the senior leaders to analyse data regularly and prioritise the allocation of school funds effectively to improve pupils' outcomes. Governors visit the school regularly. They know about the quality of teaching and what is being done to tackle any areas of underperformance and are fully aware of their responsibilities regarding teachers' pay and the systems for setting targets for teachers. Governors ensure that all the school's funds, including the pupil premium, are spent wisely to help all pupils to achieve well. They ensure that the procedures for keeping pupils safe meet requirements.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |         |
|--------------------------------|---------|
| <b>Unique reference number</b> | 104225  |
| <b>Local authority</b>         | Walsall |
| <b>Inspection number</b>       | 412601  |

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>                      | Infant   |
| <b>School category</b>                     | Voluntary controlled   |
| <b>Age range of pupils</b>                 | 4–7  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 180  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Lesley Foster  |
| <b>Headteacher</b>                         | Cathy Draper (Executive Head) and Debbie Walton (Head of School) |
| <b>Date of previous school inspection</b>  | 15–16 June 2010  |
| <b>Telephone number</b>                    | 01902 368910   |
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