



Rosedale Church of England C Infant School

Inspection Report

Unique Reference Number 104225
Local Authority Walsall
Inspection number 286885
Inspection date 28 February 2007
Reporting inspector Ceri Morgan HMI

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

Type of school	Infant	School address	Stroud Avenue
School category	Community		Short Heath
Age range of pupils	4-7		Willenhall WV12 4EG
Gender of pupils	Mixed	Telephone number	01902 368910
Number on roll (school)	172	Fax number	01902 632629
Appropriate authority	The governing body	Chair	Denise Fraser
		Headteacher	D Lucas
Date of previous school inspection	12 November 2001		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and one Additional Inspector.

Description of the school

Rosedale is a smaller than average infant school which serves a mixed housing area. The majority of the pupils come from White British backgrounds. The proportion entitled to free school meals is below average as is the proportion with learning difficulties and disabilities. The school has recently federated with two other local schools and the executive headteacher of the federation had been in post for only eight weeks before the inspection. The school has been oversubscribed for some time.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Rosedale Infant School is a good school with outstanding features. It is a delight to visit. The personal development of each pupil, nurtured by all adults and other pupils in the school, is outstanding. Equally impressive is the care and support shown to all pupils by the staff. The thoughtful attention to detail in meeting every pupil's needs is exceptional. As a result pupils enjoy school to such an extent that parents say, 'I couldn't stop them coming even if I wanted to.' Parents are overwhelmingly appreciative of the high quality of education their children receive. They are right to think this.

The school is going through a period of change following federation with other local schools nearby. This means that some aspects of management are still to be settled, for example, how much time and exactly when the executive headteacher will be on site and how the management of Rosedale will be covered in her absence. The school is also aware that, although the progress made by pupils is good, some do even better than others. For example, the proportion of pupils reaching the higher levels in mathematics is below that doing so in reading and writing and girls tend to outperform boys, especially in writing. The school also recognises that standards in information and communication technology (ICT), although satisfactory, could be improved by more frequent access to computers.

Pupils make good progress during their time here and attain above average standards in most subjects. They make outstanding progress in their reading. This is mainly due to the very careful assessment of their needs being used effectively by teachers to plan pupils' work. There are very good relationships evident in school and a genuine sense of care which has instilled a calm, orderly and supportive ethos throughout. The attention to detail is a feature throughout the school and noticed by pupils who say, 'Our teachers always help us.'

The quality of teaching is good. During the inspection, teaching was never less than good and sometimes outstanding. In particular, the children in the Foundation Stage benefit from good teaching giving them a good start to their education and helping them to make good progress. Support staff contribute fully to this success and there are high expectations of what pupils can achieve in every class. Pupils respond well to this level of challenge and say they like hard work. Staff know the pupils very well and their assessment of pupils' progress is both accurate and rigorous. Marking is detailed, constructive and thorough and, as a result, pupils know what is expected of them. They respond well to the constant encouragement they are given. The 'Well Done' book records each individual pupil's achievements and pupils value this reward.

Leadership and management are good. In particular, the contribution of the deputy headteacher needs to be acknowledged. She ensures that staffing changes do not damage the education pupils receive and she has a detailed knowledge of the school's strengths and priorities. The monitoring of teaching and school planning is too informal, however, and the information gained is not yet used enough to decide future priorities.

What the school should do to improve further

- Increase the opportunities for pupils to use ICT in lessons.
- Ensure that information gained from the monitoring of teaching is used in school planning.
- Increase the proportion of pupils, especially boys, reaching the higher levels in mathematics and writing.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Standards reached by children at age seven have been consistently well above the national average for some years now. Given the average starting point for many of the pupils this represents good progress. In reading, standards reached are particularly strong with a third of all pupils attaining the higher levels in 2006 and almost every pupil reaching at least the nationally expected level since 2004. The picture is also positive in writing and mathematics, although a smaller proportion go on to reach the higher levels in these subjects. Girls outperform boys in both mathematics and writing.

The school is aware that the average points score achieved by pupils aged seven has declined slightly in reading and mathematics since 2004, although it remains well above average. This is not the case in writing, where standards improved again in 2006 for most pupils. Standards in mathematics are generally below those in English, although even here they are above national averages.

Standards in other subjects, such as ICT, are more variable. However, in some subjects they are also good, such as art, a subject that required improvement in the previous inspection. Here, pupils complete an arts profile which illustrates good progress in using a wide range of techniques.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils enjoy the many exciting activities and good lessons, and behave exceptionally well. They help and support each other, both in the classroom and outside, as 'buddies', and carry out their 'monitor' responsibilities with enthusiasm. They are eager to learn, work independently, actively take part in lessons and show a very good level of maturity. Pupils are outstandingly aware of what constitutes a healthy lifestyle. They understand how to eat healthily and often choose fruit as a snack. Pupils have a good understanding of the need for exercise and most take advantage of the many physical activity clubs provided by the school. The school received a national award for encouraging active lifestyles in 2006.

The welcoming and caring ethos in school ensures pupils feel very safe and secure. Parents and pupils report that instances of bullying are very rare but they would trust

the school to deal with them if needed. Attendance remains only average, although the pupils value the 'silver pencil' awarded for full attendance.

Pupils' spiritual, moral, social and cultural development is outstanding, although more could be done to give pupils a deeper understanding of the multicultural world they live in. Pupils know right from wrong and play very happily together. They show a good level of kindness and consideration, especially to the pupils with learning difficulties and disabilities in the school community. Many have learned how to use sign language, for example, to ensure all pupils are included in their games. During discussions in assembly and lessons pupils listen well to each other and have the confidence to voice their opinions.

Pupils make a good contribution to the community through the many activities which involve pupils performing, preparing 'harvest baskets', undertaking gardening projects and raising money for charities.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are planned very well and the purpose of the lessons is clearly understood by the pupils. Teachers assess learning in lessons well and amend the plan for the next lesson accordingly. Careful tracking of pupils' progress ensures that lessons are matched well to the needs of the pupils, although some pupils could attain even higher levels. Teachers and teaching assistants work together very well and ensure that careful attention is given to all pupils, especially those with learning difficulties and disabilities. Pupils are given many opportunities to develop their language and communication skills through paired discussion. In the best sessions teachers expect high standards of behaviour and use careful questioning. They maintain a brisk pace by using paired talk time well and short, frequently changed activities, which help to maintain enthusiasm and interest. In particular, teachers help pupils develop a rich vocabulary by insisting they use it precisely and accurately in speaking and writing.

Curriculum and other activities

Grade: 2

The curriculum is good. It provides rich opportunities for learning and helps pupils become confident individuals who achieve well and show exceptional care and respect for others. Lessons are planned well by teachers and teaching assistants. The importance placed upon group and paired work, especially talk time, helps pupils develop their language, vocabulary and social skills very well. Pupils speak highly of their art and produce some outstanding observational and collage work. The range of after school clubs on offer is exceptional and well attended and the use of visits and visitors adds to pupils' enjoyment. Strong links with the Church add to pupils' understanding of

the Christian faith. Some aspects of the ICT and design and technology curriculum could be improved. The curriculum in the Foundation Stage is good.

Care, guidance and support

Grade: 1

The quality of care, guidance and support for all pupils, including the most vulnerable, is outstanding. Every pupil is valued as an individual. The caring ethos of the school reflects the strong commitment of all the staff. Parents praise the caring support given to their children. One parent talking about her son said, 'Even when he's ill he still wants to come. I can't keep him away.' She added, 'Everyone is so caring and friendly.'

Pupils are set challenging targets and most achieve them. Teachers help pupils improve their work through good quality guidance in lessons and helpful marking. There are very effective links with external agencies. For example, the links with the psychological and inclusion services ensure that pupils with learning difficulties and disabilities are very well supported. Good basic literacy and numeracy skills along with strong local business links help ensure that pupils have a first rate grounding for their future economic well-being. Risk assessments are carefully attended to and child-protection arrangements are secure.

Leadership and management

Grade: 2

The overall leadership of the school is entering a new phase following the appointment of an executive headteacher in January 2007. In a very short period she has won the confidence of the school community. She is very well supported in this by all the staff. There is a strong team approach to decision making and a very prompt and thoughtful response to any problems. The current school improvement plan, however, is not complete. It lacks opportunities for evaluation and all but the most rudimentary of targets. However, subject leaders, including those new to their role, have an accurate view of strengths and weaknesses in their subjects and an impressive sense of ambition. The quality of governance is outstanding. Governors are fully involved in the daily life of the school and have a detailed set of priorities. In particular they ensure that any changes made by the school are questioned and acted upon with the welfare of the pupils at the heart of their decisions. They ensure that every child continues to matter and are key to the good capacity to continue to improve, evident throughout the school.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You will remember that we visited your school recently to see how well you are all doing. I would like to thank you for your time and the way you made us feel very welcome. I also thought you would like to know what we found out.

You are lucky to go to such a good school. We were very pleased to see how hard you all work and how well you are doing in lessons. Your behaviour was very good and you are doing especially well in reading. Much of this is because your teachers work very hard for you and look after you all so well.

We have asked your school to think about three things for the future. These are to:

- help you to use computers more often
- write a school plan that will help your school get even better
- help more of you do even better in your mathematics by trying even harder work.

There is a lot to be proud of in your school and I would like to wish you well in the future.

Once again many thanks for making us feel so welcome.