

Rosslyn School

Independent school standard inspection report

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URN for registered under-3s childcare	291566
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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

The inspection of registered provision was conducted under Section 49(2) of the Childcare Act 2006.^{3, 4}

Information about the school

Rosslyn is a non-selective independent day school for boys and girls situated on the outskirts of Birmingham, near to Solihull. It admits pupils from the term of their third birthday and as such is registered for under-3s childcare. Pupils leave the school at eleven years of age. The school was opened in 1927 and its main aim is 'to put a high emphasis on academic achievement and to nurture children in an atmosphere of one large family, where there is a strong sense of community and where children feel happy, safe and secure.' There are 105 pupils currently on roll. No pupil has a statement of special educational needs. The Early Years Foundation Stage consists of a Kindergarten for children aged nearly three to four years of age and a Reception class. There are 26 children in the Early Years Foundation Stage; 24 of these are currently in receipt of the nursery education grant. The school provides before- and after-school care for pupils who attend the school. Pupils come from a wide range of backgrounds and a few speak English as an additional language. The school was last inspected in June 2008.

Evaluation of the school

Rosslyn School provides a good quality of education; it is successful in meeting its stated aims due to the diligent care and support provided for all pupils by the headteacher and her staff. The curriculum and the quality of teaching and assessment are good, and, as a result, the progress made by pupils is good. Pupils' spiritual, moral, social and cultural development is good and their behaviour is outstanding. The welfare, health and safety of the pupils are good and safeguarding requirements are fully met. Provision for children in the Early Years Foundation Stage is good. The school has acted well on the recommendations of the last report and now meets all of the requirements for registration.

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

³ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

⁴ www.legislation.gov.uk/ukpga/2006/21/contents.

Quality of education

The overall quality of education is good. The good curriculum is broad, balanced and takes account of National Curriculum expectations. Pupils have regular opportunities to take part in a wide range of physical education (PE) activities and report that they particularly enjoy the netball and football clubs. The curriculum is enhanced by specialist teaching for French, information and communication technology (ICT), speech and drama, PE and music. Pupils identified as having special educational needs and/or disabilities and those who are at an early stage of learning English are supported well by the curriculum. Staff know their pupils very well and tailor learning experiences to meet their individual needs.

The provision for basic skills in English and mathematics is good and is given a high priority across the school. As a result, pupils achieve standards that are above national averages at the end of Key Stages 1 and 2. Clearly structured curriculum plans are in place for all subjects. The personal, social and health education (PSHE) curriculum ensures that pupils have a secure understanding of how to keep healthy and safe. Pupils have many opportunities to contribute to the school community. For example, pupils report that they are proud to be members of the school council and that they take their responsibilities as playground buddies very seriously. Pupils benefit from a wide range of activities that enrich the curriculum, including after-school clubs such as choir, gardening, chess and woodwork. Regular educational visits complement the curriculum well. Recent visits include a day on a narrow boat and a residential visit to France. Those pupils who are preparing for entrance examinations are offered extra tuition.

The quality of teaching is good and most pupils make good progress in lessons. Lessons are clearly planned with appropriate activities for different abilities. Most teachers use a good range of strategies to engage and motivate the pupils. In some lessons, the teaching is more formal in style, particularly where the learning of knowledge is emphasised. In these lessons, opportunities for pupils to work collaboratively are less well developed. The school is aware that pupils would benefit from the use of fewer worksheets. In the best lessons observed, teachers are enthusiastic and pupils settle quickly to their work and learn at a good pace. For example, in a French lesson pupils thoroughly enjoyed learning about different types of transport. Relationships in lessons are positive and teachers take every opportunity to develop pupils' personal skills such as cooperation, respect and consideration for others.

The quality of assessment is good. The school has acted well on the recommendations from the last inspection and there are well-structured systems in place for tracking pupils' progress. The school uses standardised tests and assessments to regularly check pupils' progress and use an external agency to mark Year 6 test papers. Teachers use data from assessment to plan work and to check

that pupils are on track. Work is regularly marked with positive comments and useful guidance is given to pupils to help them improve further.

Attainment on entry to the school is variable but broadly in line with expectations for pupils' ages. Good teaching alongside caring support and guidance contribute to pupils' good progress. Some pupils make outstanding progress, particularly in mathematics due to the teachers' secure subject knowledge and a clear understanding of the demands of public examinations. A good proportion of pupils in Year 6 gain places at local grammar schools. Those pupils identified as having special educational needs and/or disabilities and those who are at the early stages of learning English make similar progress to their peers. Parents and carers comment positively on the progress their children are making.

Spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural development is good. Personal development is a strength because all staff successfully nurture the abilities of each pupil through praise and high quality care. One parent typically commented, 'My child enjoys coming to school as it provides a warm and positive environment.' Pupils are proud of their school and report that they enjoy lessons. Parents and carers too report that their children enjoy coming to school. Pupils are confident, well-mannered and polite; their behaviour is outstanding in lessons, around the school and at break times and lunchtime. All pupils are encouraged to develop a strong sense of school community and pupils' singing in assembly engenders a clear sense of spirituality across the school. Pupils come from a wide range of backgrounds. They have a secure understanding of their own cultures and faiths and get on very well together. As a result, the school is a harmonious community. The good curriculum provides regular opportunities for pupils to learn about different faiths and cultures and the PSHE curriculum provision contributes positively to pupils' knowledge of democracy, being a good citizen and the role of public organisations in England. Pupils are encouraged to develop a sense of responsibility as they undertake jobs such as playground buddies. The school council members are democratically elected and older pupils undertake responsibilities such as head boy and head girl. Above average attainment at the end of Year 6 and good personal skills ensure that pupils are well prepared for moving on to the next stage of their education. Attendance is in line with the national average for primary schools.

Welfare, health and safety of pupils

Provision for pupils' welfare, health and safety is good. The school provides a calm and purposeful learning environment. Class sizes are small and good staffing levels ensure that pupils are well supervised at all times. Staff recruitment procedures follow national guidance and all staff have received appropriate child protection training. The headteacher has attended appropriate training including that related to safer recruitment and a higher level course on safeguarding for school managers.

Good attention is given to health and safety through regular fire drills, checks on equipment and suitable risk assessments for off-site visits. Pupils report that they feel safe in school and any worries or concerns they have are quickly dealt with by staff. One pupil typically commented, 'I particularly like the surveys and thought boxes.' Pupils benefit from visits to the school from the local fire service and community police officers. These visits enhance pupils' understanding of how to keep themselves safe. Parents and carers also report that their children are kept safe by the school. Healthy break time snacks, fresh water and nutritious hot lunches contribute to pupils' good understanding of how to keep themselves healthy. The school has a good number of staff trained in first aid procedures. Year 6 pupils also benefit from undertaking a course in first aid procedures. The school's three-year accessibility plan meets the requirements of the Equality Act 2010.

Suitability of staff, supply staff and proprietors

The school complies fully with the regulations in respect of the checks made on prospective employees, including Criminal Records Bureau checks on their suitability to work with children. The details of these checks are accurately recorded in the required single central register.

Premises and accommodation at the school

The school is located in two semi-detached houses that have been renovated to provide good quality accommodation. Two classrooms and the Early Years Foundation Stage rooms are located inside the main building. The remaining classrooms are located to the rear of the building. Also to the rear of the school is a large hard-surfaced playground and a small garden area. The Early Years Foundation Stage has a separate well-resourced outdoor area. Classrooms are appropriate for the small class sizes. Specialist areas include a small library, ICT suite and music room.

Provision of information

The school has established good links with parents and carers and they are kept well informed about their children's progress through regular written reports and informal meetings. The annual reports are comprehensive and include a helpful summary of progress in the key areas of learning. The school prospectus and website meet the requirements for the provision of information.

Manner in which complaints are to be handled

The school has clearly written and fair complaints procedures which meet all of the requirements of the regulations.

Effectiveness of the Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good and the requirements of the Early Years Register for the under-3s are met. Outcomes are good. Children join the Kindergarten with skills that are broadly in line with the expectations for this age. They make good progress, particularly in developing their personal and social skills and in mathematical development. Staff work closely with parents and carers and relationships are positive. Good attention is given to the promotion of keeping healthy. The overall provision is good. The school has recently improved the outdoor provision to include a covered canopy, grassed area and a wider range of equipment. Children have easy access to the outdoor environment and enjoy using the bikes and trikes. The staff are adept at keeping useful notes on children's progress and these are used to plan interesting activities. For example, the children particularly enjoyed walking along the balancing equipment while keeping a bean bag on their head. The Kindergarten and Reception teaching areas are welcoming and stimulating learning environments. Hygiene routines are well established and children are taught how to keep themselves safe. Staff have appropriate first aid qualifications. Good leadership and management ensure that there is close teamwork between all adults and planning is thorough. The curriculum closely follows the required areas of learning. Staff are beginning to develop a skills-based approach to enable the children to play a greater role in planning activities that interest them.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following point for development:

- extend opportunities for pupils to learn collaboratively in lessons.

Inspection judgements

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage		✓		
The effectiveness of leadership and management of the Early Years Foundation Stage		✓		
Overall effectiveness of the Early Years Foundation Stage		✓		

School details

School status	Independent		
Type of school	Non-selective Day School		
Date school opened	1927		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 54	Girls: 48	Total: 102
Number on roll (part-time pupils)	Boys: 3	Girls: 0	Total: 3
Number of children aged 0–3 in registered childcare provision	Boys: 2	Girls: 1	Total: 3
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£4,890		
Address of school	1597 Stratford Road, Hall Green, Birmingham B28 9JB		
Telephone number	0121 744 2743		
Email address	office@rosslynschool.co.uk		
Headteacher	Penelope Jane Scott		
Proprietor	Penelope Jane Scott		

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.



16 September 2011

Dear Pupils

Inspection of Rosslyn School, Birmingham, B28 9JB

I am writing to thank you for the help you gave us when we visited your school. We enjoyed talking with those of you we met and watching you work and play. You told us that you were happy at Rosslyn School and we see that this is the case in the helpful way you treat each other. We found that Rosslyn is a good school and that your behaviour in lessons, around the school and at lunchtimes and break times is outstanding. Well done. Your teachers make lessons interesting and you work hard. You mostly make good progress in your lessons and some of you make outstanding progress, particularly in mathematics. You get on very well together and know a lot about how to keep healthy and safe. We could see that you really enjoy the Wake Up, Shake Up sessions and your whole-school assemblies.

Thank you for completing our questionnaire. You told us that you enjoyed coming to school and you particularly liked completing surveys to give your opinions. You also told us that you would like more computers and we have passed on this information to your headteacher. We have also asked your headteacher and staff to ensure that you all have opportunities to work together more often in your lessons.

You can all help the school become even better by making sure you attend as often as possible and by continuing to work hard.

Yours sincerely

Marian Harker
Her Majesty's Inspector