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Mrs G Young
Headteacher
Rosebank Primary School
Burley Road
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Dear Mrs Young

Ofsted monitoring of Grade 3 schools: monitoring inspection of Rosebank Primary School

Thank you for the help which you and your staff gave when I inspected your school on 19 October 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. Please give my thanks also to the School Improvement Partner, members of staff, and the pupils who spoke with me.

Since the last inspection of the school, there has been a significant change in the staff, with several members leaving and others joining the school. The school continues to experience significant changes to the pupil population each year, so that, of the Year 6 pupils who took the national tests in 2011, 43% were new to the school in the preceding 12 to 18 months.

As a result of the inspection on 19 May 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter. Having considered all of the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

The early, unvalidated national data for the school show that Year 6 pupils' results in the national tests in 2011 were slightly lower than they were in 2010. That means that attainment may be further below average overall, as the national average increased slightly. The test results were much closer to average for the group of pupils that had been at the school for longer than 18 months. The school data suggest that the majority of pupils are currently making the progress expected given their starting points. The pupils' progress was satisfactory in the lessons seen during this inspection.

Lesson planning is undertaken conscientiously, usually in detail. The plans show consideration is given to providing different activities and levels of support for different groups of pupils, according to levels of ability and based on assessment information. However, there was only a little evidence of the teachers adapting their plans and the lessons as they progressed in light of what they were themselves learning about the pupils'

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progress. The lessons provide a variety of purposeful activities for the pupils. The pupils worked actively in the lessons seen during the inspection on tasks that were suitable for the learning objectives. Most sustained interest in and concentration on the tasks and worked productively. The pupils understood what they had to do, but struggled to explain why they were doing it, what they needed to consider in order to do the work well, and what specifically they were learning. Generally, the relationships between the staff and the pupils were good and the pupils enjoyed the lessons, but were not enthusiastic about them.

Some pupils spoke confidently about the current levels they are working at, their targets and the things they need to do better, but not the majority. All said that they are being encouraged by their teachers to aim for higher levels, but not all were clear exactly what that meant. The teachers mark the pupils' work regularly and often include specific comments about what has been done well and what needed to be better. The pupils understand the marking and find it helpful, but the quality of the teachers' comments varies between different subjects.

The senior leaders monitor the work of the staff in detail. The monitoring provides the senior leaders with a well-informed and largely accurate view of the quality of the school's work and the pupils' attainment. The senior leaders provide the staff with clear comments about the teaching, including identifying and taking action on any unsatisfactory practice. This has led to improvements in the quality of teaching. The staff confirm that there is now greater focus on a clear priority to raise the pupils' attainment and more rigour in implementing activities to support that. The school's monitoring records show that the quality of teaching is more securely satisfactory and that instances of good practice are increasing. The quality of teaching in the sample of lessons seen during this inspection was satisfactory and observations carried out jointly with senior leaders indicated that they are alert to those features of teaching that are good and identify accurately others that are less successful. The senior leaders have ensured that lesson planning and the marking of pupils' work are carried out consistently and in accordance with the school's policies. The staff are responding positively and conscientiously to the direction provided by the leaders and managers, but have not yet translated the school's priorities fully into concerted and vigorous approaches to increasing the rates of progress made by all pupils.

The school data indicate that the proportion of pupils making the expected rates of progress is increasing in each year group. The senior leaders have implemented carefully necessary improvements to the quality of teaching, including involving the staff in analysing the pupils' attainment regularly and frequently. The process has resulted in the staff raising their expectations of the pupils and understanding the need to increase the pupils' rates of progress, although the pupils did not express a strong sense of that. The process has led in turn to improved lesson planning and marking of the pupils' work. Support and commentary from the middle leaders has helped the staff to adopt better teaching practices and to identify which of their own practices are most and least effective. The staff are not sufficiently aware of the role and views of the governing body. The local authority has been involved closely in monitoring the progress of the school. The school has used training external support successfully to develop the skills of the staff in improving both the quality

of teaching and of management. The changes implemented by the school have not yet had sufficient impact on Year 6 test results. The school is setting appropriately challenging targets, but not yet achieving them.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Clive Moss
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in 19 May 2010.

- Raise attainment for all pupils by:
 - ensuring actions arising from the monitoring of teaching are effectively followed through so that pupils achieve as well as they can
 - ensuring that teachers' marking, in all subjects, has a sharp focus on helping pupils to improve their work
 - increasing teachers' expectations of what pupils can achieve
 - ensuring planning includes opportunities for practical tasks and activities where appropriate.

- Ensure middle managers are clear about their roles and responsibilities across the school by:
 - enabling them to carry out regular monitoring to inform and update their action plans
 - including them in supporting staff to improve their teaching skills
 - developing their confidence in using assessment information to identify priorities.