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Mrs V Rudd
Headteacher
Rosebrook Primary School
Rudyard Avenue
Stockton-on-Tees
North Yorkshire
TS19 9LF

Dear Mrs Rudd

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

Thank you for the help which you, your staff and the pupils gave when I inspected your school on 29 November 2011 for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the Chair of the Governing Body for coming to the school to meet with me.

Since the last inspection there have been several staff changes; a number of part-time teachers have left the school; three staff have returned following maternity leave or long-term absence; a new leader for Key Stage 2 has been appointed and three newly qualified teachers have successfully gained qualified teacher status.

As a result of the inspection on 17 and 18 March 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 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.

Attainment by the end of Year 6 has improved. In 2011, results of national tests in mathematics were close to the national average; value-added scores were close to average; the proportion of pupils making two levels of progress was broadly average and school targets were exceeded. Although improved since the previous inspection, results in English remained below the national average; value-added scores were below average as was the proportion of pupils making 2 levels of progress and targets were not met. The value added scores for boys and girls in both English and mathematics were broadly similar. Attainment in Year 2 assessments dipped in 2011 compared with 2010 in line with the prior attainment of this cohort of pupils. School data shows that these pupils made better progress in mathematics than in reading and writing and that progress in 2010/11 in Key Stage 1 was better than in 2009/10. School data shows that pupils' progress across the school as a whole, though improving, was inconsistent over 2010/11, being stronger in mathematics

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INVESTOR IN PEOPLE

than in reading and writing. Staffing issues over the previous 18 months, now resolved, account for some of the slower progress over the previous year.

Improvement in provision for mathematics has resulted in accelerated progress. Common approaches to calculation and problem solving have been adopted. Learning within more real-life contexts has increased pupils' enthusiasm. The focus is currently on improving English but it is too early to measure the full impact on pupils' progress. Pupils are enjoying writing more because they have plenty of opportunities to write about topics that interest them. The effective programme of recognising letters and sounds to support reading and spelling has been extended to meet the needs of pupils in Key Stage 2. Improvements to the assessment of writing are resulting in greater accuracy and more precise target setting.

The proportion of lessons where teaching, learning and progress are good is increasing. Pupils' behaviour and attitudes continue to be positive. The pace of learning is increasing in many lessons because pupils are more actively engaged in learning. They talk constructively about their work in pairs and groups more frequently. They work independently more often and with greater confidence. Pupils find the new approaches to homework more exciting because they can develop their own ideas and work on them with their families. Teachers' marking of pupils' work has improved, more so in English than in mathematics, with greater consistency in the clarity of guidance on how well they have achieved and what more needs to be done. Pupils have more precise individual targets in reading, writing and mathematics that are meaningful and helpful to them.

All year groups now plan the curriculum around key topics or themes and provide many more opportunities for pupils to practice their literacy and numeracy skills in context. As a result, pupils are more enthusiastic. For example, Year 6 pupils enjoyed writing invitations to persuade characters from 'Alice in Wonderland' to come to the 'Mad Hatter's' tea party and they used their mathematical skills enthusiastically to plan the tea party. Although more of the mathematics work is set in real-life settings, this is not yet consistent across the school.

There is a greater clarity of purpose among staff clearly focused on raising achievement. Staff morale is good. Monitoring of pupils' progress is more rigorous, with a tighter focus on potential underperformance. Staff are held more closely to account through performance management and regular reviews of pupils' progress. Lessons and other support are monitored more frequently, although occasionally senior leaders' views on the effectiveness of teaching do not take enough account of the impact on learning and progress. Professional development continues to be closely linked to priorities and staff are gaining greater confidence in sharing best practice within the school and with others beyond the school. The lesson study scheme, whereby all teachers work with a colleague to improve their practice, is far more focused on how best to support pupils at risk of falling behind.

The school improvement plan continues to drive improvement. The governing body has clarified their roles and responsibilities and undertaken more training to improve their confidence and skills. Members of the governing body visit the school more frequently but

the visits are not yet focused on the school's priorities. They are starting to ask more challenging questions of senior leaders.

The local authority school improvement adviser provides a useful analysis of the school's progress. Well-focused professional development and guidance has been provided by local authority consultants. The local authority has increasing confidence in school leaders and there is an increasing recognition that the school is able to provide its own support based on secure self-evaluation and identification of priorities.

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

Gillian Salter-Smith

Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in March 2010

- Raise attainment further in mathematics and English by:
 - using pupils' targets more effectively to accelerate progress.

- Improve the quality and consistency of teaching by:
 - ensuring that the pace of learning is quick enough in all lessons
 - allowing more time for pupils to learn independently
 - giving pupils detailed guidance on how to improve their work.

- Improve the curriculum by:
 - providing more opportunities for pupils to use their literacy and numeracy skills across different subjects to improve their progress.