

Serco Inspections  
Cedar House  
21 William Street  
Edgbaston  
Birmingham  
B15 1LH

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Serco**  
**Direct T** 0121 683 3888



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Mrs Hannah Simmons  
Acting Headteacher  
Rosehill Infant and Nursery School  
Reginald Street  
Derby  
DE23 8FQ

Dear Mrs Simmons

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Rosehill Infant and Nursery School**

Thank you for the help which you and your staff gave when I inspected your school on 2 February, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the staff and the Chair of the Governing Body, with whom I spoke, for their time and courtesy. I would like particularly to thank the pupils for the enjoyable time I spent talking with them.

Since the previous inspection, the executive headteacher of the federation of three schools, including Rosehill Infant and Nursery School, has retired. A temporary acting executive headteacher is currently in post. A substantive executive headteacher has been appointed and will take up post in April 2012.

As a result of the inspection on 15 October 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 inadequate progress in making improvements.

#### **Achievement of pupils at the school**

The key factor in the judgement of inadequate progress is that attainment in 2011 was significantly below average. Results of teachers' assessments for pupils in both reading and writing at the end of Year 2 in 2011 were at their lowest for three years. Although there was some improvement in mathematics from the previous year, results remained well below the national average. This represents inadequate progress for most pupils. In lessons observed jointly with senior leaders, many pupils



continue to make inadequate progress and, as a result, do not reach standards of attainment appropriate for their age in English or mathematics.

### **The quality of teaching**

School leaders are committed to raising the quality of teaching and have a realistic picture of strengths and weaknesses. However, the quality of teaching remains too variable; there is not enough good or outstanding teaching across the school and some is inadequate. In many lessons, expectations are not high enough and there is too much 'teacher-talk'. As a result, the pace of learning is slow and there are too few opportunities for pupils to develop their independence. Where teaching is better, it includes more creative activities, higher expectations and effective use of questioning. The lack of consistency in the quality of teaching across the school hinders pupils from making the progress of which they are capable. Teachers' planning does not always fully take into account the results of assessment, prior attainment, differing abilities or barriers to learning. Planning often describes what pupils will do rather than identifying the specific targets which each group of pupils is required to learn. As a result, progress is not as good as it might be for too many pupils. Additionally, not all teachers check frequently enough how well pupils are doing and there are missed opportunities to move more-able pupils on to new work more quickly.

### **Behaviour and safety of pupils**

Pupils care about their community, look after their environment and help others. Pupils say that they feel safe at school and enjoy good friendships because there is no intimidating or poor behaviour.

### **The quality of leadership and management of the school**

Although progress has been made recently across some of the areas identified at the last inspection, this is still relatively fragile and the impact has been limited. Overall, the pace of change to address declining standards since the previous inspection has been too slow. Senior leaders have placed an increased focus on monitoring the quality of teaching in order to raise attainment. However, the impact of teaching on the pupils' learning and their progress in lessons is not given sufficient priority in written records of monitoring and evaluation activities. Where the teaching observed has been satisfactory, the recorded areas for development are not sufficiently detailed or prioritised as targets for improvement. Additionally, there are no set dates for following up whether teachers have responded to feedback and improved their practice. Consequently, the proportion of good or better lessons remains too low. Senior leaders recognise that monitoring systems require further rigour to accurately evaluate the quality of teaching and learning and to secure consistently good teaching in all classes. The role of middle leaders in driving improvements remains underdeveloped. This is partly due to the temporary management structure that is currently in place, pending the arrival of the new headteacher. However,

middle leaders have not been fully held to account for pupils' outcomes in their areas of responsibility since the previous inspection and this has contributed to the inadequate progress of the majority of pupils.

The support received from the local authority has not been sufficiently focused to enable the school to make the improvements that are urgently required.

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

Yours sincerely

Dorothy Bathgate  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in October 2010**

- By December 2011, increase the proportion of good or better lessons to at least 67% by:
  - ensuring that the work meets the needs of pupils of different ability in the class
  - maintaining a fast pace of learning throughout the lesson.
  
- Improve the effectiveness of leadership and management by:
  - focusing more clearly on the progress pupils make when evaluating the quality of teaching and learning
  - developing the roles of middle managers so that they take a full part in improving the provision in their area of responsibility
  - giving teachers opportunities to learn from the best practice in the federation.