

# Rosehill Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112733
<b>Local Authority</b>	Derby
<b>Inspection number</b>	357174
<b>Inspection dates</b>	14–15 October 2010
<b>Reporting inspector</b>	Terry Elston

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Frank Ault
<b>Headteacher</b>	Ian Bell
<b>Date of previous school inspection</b>	29 April 2008
<b>School address</b>	Reginald Street Derby DE23 8FQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed all seven teachers, visited 21 lessons, and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, attendance figures, the tracking of pupils' progress, curricular planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations undertaken by inspectors and the school's leaders and information from questionnaires completed by pupils, staff and 43 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following;

- How good is the progress of pupils in mathematics?
- What is the consistency of good teaching?
- What benefits are gained from being part of a federation of schools?
- How well do teachers use assessment to check whether pupils are making sufficient progress?

## Information about the school

This school is smaller than most infant schools, with a very high proportion of pupils from minority ethnic backgrounds and whose first language is not English. The proportion of pupils known to be eligible for free school meals is higher than in most schools. The number of pupils with special educational needs and/or disabilities is average. The school became part of a federation of three schools in January 2010. At that time, the current headteacher was appointed following a period of almost three years when there were temporary headteachers. The school gained Healthy School status in 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. The school suffered considerable turbulence and a high turnover of staff when there was no permanent headteacher. This held back school improvement. Now, as part of a federation, there is clear evidence that the school is starting to benefit from the expertise from others in the group. Measures to improve reading and spelling, for example, are already bearing fruit as a result of using some of the methods and resources employed in the other schools.

Pupils' attainment over the last few years has been broadly average, but their performance in mathematics has been less strong than that in reading and writing. This is now a focus across the federation, but many pupils still struggle when asked to calculate quickly in their heads or use their numeracy skills to solve problems. Attainment in reading and writing is average and improving, as shown by the 2010 teachers' assessments for Year 2 pupils. These attainments represent satisfactory progress from pupils' starting points.

Parents and carers rightly see this as a happy school where their children are well cared for and benefit from outstanding and innovative safeguarding systems. As a result, their children feel safe and enjoy school. Pupils behave well, help those who are upset and mix happily with those from all ethnic backgrounds.

The quality of teaching and learning is satisfactory. In most cases, teachers have a good knowledge of pupils' levels of attainment and plan work that is challenging yet achievable. They move pupils quickly on to the next task and maintain high levels of interest. Where progress is slower, teachers keep pupils sitting on the carpet for too long, or provide work that is either too easy or too hard for some groups.

The school provides an interesting curriculum that has a strong focus on basic language skills while providing many opportunities for pupils to enhance their talents in art and design, dance and music. However, pupils do not have enough opportunities to use their number skills in subjects other than mathematics.

The headteacher has been successful in creating a team of senior leaders who are committed to raising attainment while ensuring that pupils develop as caring, well-rounded citizens. Despite its setbacks, the school has made satisfactory improvements since the last inspection, and has vastly improved health and safety procedures. There is satisfactory capacity to make further improvements. The senior leaders are developing accurate self-evaluation procedures and are setting challenging targets to improve attainment. Some middle leaders have yet to develop these skills. The evaluation of the quality of teaching and learning is satisfactory, but does not always place sufficient emphasis on the progress made by pupils during lessons.

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## What does the school need to do to improve further?

- 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 role 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.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils' progress was good or better in over half the lessons observed during the inspection, and never less than satisfactory. There are no significant differences in the progress made by pupils from different ethnic backgrounds. In most lessons, pupils enjoy reading and often read books for pleasure. Few have good word-building skills, but these are improving as teachers focus on the sounds letters make and get pupils to practise them. They make steady progress in their writing, and work hard at making their letters an even size. However, they rarely choose adventurous words in their stories. By Year 2, only around half the pupils show a quick recall of number facts, and the school is rightly focusing on providing more opportunities for them to speed up their calculations and use their mathematics in other subjects. Pupils make good progress in their speaking skills, and nearly all by Year 2 are confident in speaking in front of the whole class, using complete and interesting sentences.

Pupils with special educational needs and/or disabilities achieve satisfactorily with many making good progress in reading. They are supported well in class, and also have some good opportunities to work on their own and develop their independent learning skills. The many pupils who enter school with little or no English make good progress in their use and understanding of their new language.

Pupils persevere well with their work and show a pride in their achievements. They reflect deeply on the plight of people less fortunate than themselves and help to raise funds enthusiastically for those affected by natural disasters. They take responsibility readily, and the school council does much to improve the school and enhance play facilities. Pupils know the importance of living healthy lives, although not all adopt these principles when choosing the options at lunchtime.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In many lessons, teachers make learning fun by giving pupils lots of practical activities and opportunities to discuss their work with their 'talking partner'. Mostly, the teachers achieve a good balance between the teaching of the whole class and pupils working in small groups. When teachers talk for too long, pupils' interest starts to ebb and the rate of progress slows. The teaching of basic reading and writing skills is good, but not all teachers place sufficient emphasis on mental mathematical skills to develop pupils' quick recall of number. Most teachers keep detailed assessment records of pupils' progress, and make useful annotations on their planning so they can revisit topics to consolidate their understanding. The quality of these assessments, however, varies from class to class, and, as a result, occasionally teachers provide work that is either too easy or too hard for some pupils.

The curriculum links subjects together well to add extra meaning to the themes. The topic around Florence Nightingale, for example, involved pupils in reading, writing and learning about hospital conditions in the past. Opportunities for pupils to practise their numeracy skills in other subjects, however, are often missing. A wide range of visits and visitors, including those relating to different faiths and cultures, enrich the curriculum and teach pupils about the lives of others in the world.

Parents and carers appreciate the way staff know their children so well, and are always there if any individual needs support. Regular contact between school and home ensures

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they keep up to date with school events and policies. Pupils whose circumstances make them vulnerable benefit from sensitive support, both from the school and from outside professionals. Those who enter the school from different countries, often with no English, settle quickly and enjoy effective bilingual support. Systems to improve attendance are mostly effective, but a few pupils still have too many absences.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher leads with a clear vision of how the school can be improved. He is supported well by other senior leaders and managers, who work well as a team to drive school improvement, using expertise from all three schools in the federation. Subject leaders support staff well, but not all have the skills or experience to monitor provision rigorously in their area of responsibility.

The leaders are committed to providing equal opportunities for all pupils and ensuring that they are safe from any form of discrimination or racism. They use assessment to analyse the performance of different groups of pupils, and make detailed comparisons of the school's performance with other schools. These systems have enabled the leaders to set clear targets for improvement, and have helped improve boys' writing following analysis of their attainment compared with girls.

Systems to evaluate teaching have been developed over the last year, but have yet to achieve the school's goal to provide consistently good learning in all classes. The evaluations provide a general picture of the lesson, but lack the sharp focus on the learning by different groups of pupils to help teachers improve.

The school has a good partnership with parents and carers, who particularly value the exciting opportunities to work alongside their children in the family learning sessions. For example, one group had great fun learning about heating liquids and watching a container bubble under the heat of their children's hands.

The governing body has benefited from useful training, and is developing its skills in analysing data about pupils' progress. Members of the governing body take safeguarding extremely seriously, and have developed outstanding procedures for checking on the suitability of adults who work with their children.

The school promotes community cohesion well by using its links with schools in this country and overseas, and providing many opportunities in the curriculum to help pupils to learn about different faiths and cultures. Pupils are involved in many local events and have good opportunities to visit different places of worship.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter school with skills well below those typical of their ages, and very few have a good grasp of English. They make good progress, but their skills are still below average by the end of Reception. The school prepares children very well for starting in the Nursery, which one parent rightly described as, 'Lots of fun and buzzing with activity'. This means children settle quickly to school routines, feel safe and learn quickly. The teaching and learning are consistently good, with adults taking every opportunity to develop children's use and understanding of English. The classrooms are well organised to give children experiences in all the different areas of learning. The outdoor area is used well, but lacks the stimulus and equipment to make the best of children's enthusiasm. Children choose happily from the range of activities on offer, and make equally good progress in their academic, social and practical skills. Adults observe children's learning and development carefully, and use these observations well to plan future activities.

Children's personal, social and emotional development is good, because adults give them responsibility for taking care of themselves and teach them how to stay safe and live healthily. Children work in a very secure environment and are supported well by adults who know their individual needs well. They learn the rules quickly and behave well. The provision is led and managed well, with good communication between the different classes and a clear focus on how to make improvements.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The number of returned questionnaires is lower than is usual for an infant and nursery school this size. The views of parents and carers are mostly positive, and they particularly appreciate the way their children are kept safe at school. They feel that the teaching is often good, but say that their children make faster progress in some classes than others. Nearly all believe that their children enjoy school and are expected to work hard. Many parents and carers believe that the Nursery and Reception classes give their children a good start to school. These views reflect the inspection findings. A few parents and carers say that they are not sufficiently informed about their children's progress, but inspectors found this information was similar to that found in most schools.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosehill Infant and Nursery School

- To complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	67	13	30	1	2	0	0
The school keeps my child safe	24	56	19	44	0	0	0	0
My school informs me about my child's progress	16	37	22	51	3	7	1	2
My child is making enough progress at this school	17	40	22	51	2	5	0	0
The teaching is good at this school	21	49	18	42	2	5	1	2
The school helps me to support my child's learning	19	44	21	49	1	2	1	2
The school helps my child to have a healthy lifestyle	16	37	25	58	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	40	22	51	1	2	1	2
The school meets my child's particular needs	20	47	20	47	2	5	1	2
The school deals effectively with unacceptable behaviour	16	37	23	53	0	0	2	5
The school takes account of my suggestions and concerns	16	37	23	53	2	5	1	2
The school is led and managed effectively	14	33	25	58	1	2	2	5
Overall, I am happy with my child's experience at this school	23	53	17	40	3	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**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.**



18 October 2010

Dear Pupils

**Inspection of Rosehill Infant and Nursery School, Derby, DE23 8FQ**

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and play so happily outside. The many of you who were kind enough to speak to us showed how much you like school. Your school is satisfactory, which means that some things are good and some could be better.

You behave well, listen carefully to your teachers and make satisfactory progress. You have a good knowledge of how to keep safe and live healthy lives. You think a lot about people in different countries who are poor, and you try to help them. You take responsibility well, and are kind to those who are unhappy. You have an interesting range of activities provided for you, and you enjoy the many clubs at lunchtime and after school. Your teachers make learning fun, and are good at helping you when you find things difficult. All staff at the school take good care of you and keep you safe.

Your headteacher and other leaders are always looking for ways to improve your school. These are the improvements we want your school to make:

- help you to make faster progress in numeracy. You can help by working quickly and trying to be the first to answer questions.
- make sure all your lessons are as good as the best ones.
- ask the leaders to check more carefully on how well you are learning, and help you make even faster progress.

Yours sincerely

Terry Elston

Lead inspector

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