

Roselands Infants' School

Inspection report

Unique Reference Number	114459
Local Authority	East Sussex
Inspection number	357545
Inspection dates	21–22 October 2010
Reporting inspector	Helen Hutchings

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Mark Gurney
Headteacher	Christine Rendle
Date of previous school inspection	11 July 2008
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Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 15 lessons involving nine teachers, and held meetings with representatives of the governing body, staff and a group of pupils. They observed the school's work, attended an assembly, and looked at planning documents, assessment information and pupils' work. In addition, inspectors received and analysed questionnaires from 67 parents and carers, and 16 staff.

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

- How well the curriculum impacts on pupils' enthusiasm for and enjoyment of learning and their achievement.
- How effective the school's arrangements are for supporting pupils with special educational needs and/or disabilities.
- The impact of the school's promotion of attendance.
- How effectively the school has addressed the issues identified in the last report.

Information about the school

Roselands Infant School is larger than most primary schools. Most pupils are from White British backgrounds, and a range of other ethnic backgrounds are represented in small numbers. Very few pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average. Pupils in the Early Years Foundation Stage are taught in three Reception classes. During the last academic year, the local authority proposed an amalgamation with a junior school some distance from the school. Following consultation with the governing bodies and parents of both schools, the proposed amalgamation did not take place. The school has a number of awards, including Quality Mark, Healthy School and Eco Status awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

Roselands Infant School is an outstanding school which has gone from strength to strength since its last inspection when it was judged to be good. It has a nurturing and caring ethos, with children's best interests at the very heart of its work. Staff are very accessible and give pupils and their parents or carers a warm welcome each morning. As a result of the school's 'open door' policy, any concerns are raised and addressed at the earliest possible stage. Parents and carers are positive and appreciative of how the school is led, for example praising the strength of governing body's leadership during the recent proposal to amalgamate the school with a local junior school. Under the determined and skilled leadership of the headteacher and leadership team, pupils achieve exceptionally well. The areas for improvement identified in the last inspection have been addressed robustly, and the school's assessment of pupils' work and achievement is now a significant strength. The school's monitoring of its effectiveness is detailed and precise, securing absolute consistency in the implementation of school policy. This is the key to the school's record of improvement, and shows an excellent capacity for continuing development.

The clear focus in Reception on building children's independence and social development, alongside their literacy and numeracy skills, gives them an excellent start to school. This is extended extremely well through the school. From children's starting points, which are broadly typical for their age when they join the school, their attainment in reading, writing and mathematics is well above that found nationally by the time they leave. Teaching is consistently strong and makes learning stimulating and enjoyable. Teachers have high expectations that all pupils will reach nationally expected levels. They use their thorough understanding of each child's next steps to plan work which takes learning forward quickly, so that all groups of pupils make outstanding progress. The size of the outdoor area for children in the Reception classes is limited, and although children have regular opportunities to work and play outdoors, this is restricted to specific times for each class. Consequently, children do not have a free choice to play outside as often as they might wish. The school has appropriate plans in place to address areas it rightly identifies could make an even greater impact on children's experiences. These include further development of the school site as an outside classroom for all age groups and to involve pupils more in initiating aspects of learning for themselves.

Outstanding care, guidance and support make sure that pupils develop strong personal qualities which fit them well for the next stage of their education. Behaviour is exemplary throughout the school. Pupils are consistently thoughtful towards each other and the relationships between them and staff show respect and trust, fostering pupils' interest in learning and their desire to achieve.

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What does the school need to do to improve further?

- Develop and implement the areas identified by the school to:
 - make greater use of the school site as an outdoor classroom
 - give pupils more opportunities to initiate aspects of their own learning, including more activities for children in the Reception classes to choose their own play both indoors and outside.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy school and are excited about their work. The school system of sharing success criteria with pupils, including those who have special educational needs and/or disabilities, ensures that all are absolutely clear about what they have to do to be successful. Because pupils strive to do their best, they achieve exceptionally well. For example, in a lesson where pupils were writing sentences linked to their study of autumn, work was set at a number of different levels. An interestingly decorated framework for their writing made learning particularly appealing, so that all pupils made progress and achieved the learning intention. Pupils' attainment by the end of Year 2 has been well above national averages for the last three years. Teachers give pupils frequent, relevant opportunities for pupils to use their literacy, numeracy and computer skills across the curriculum; for example, pupils consolidated their writing skills when recording their predictions for a science investigation. Consequently, pupils' achievement in writing is even stronger than in reading, in contrast to the national attainment pattern where reading is better than writing.

Pupils have an excellent understanding about how to stay safe in school and in the playground, and know whom to go to at times of need because all staff are available and supportive. The school council and eco-helpers have produced pamphlets and posters to encourage healthy lunchboxes, reinforcing other activities to promote healthy lifestyles, such as growing and packaging vegetables from the garden. The success of these activities is reflected in the school's Healthy School and Eco-Status awards. They enjoy opportunities for exercise, for example at playtime and using scooters to travel to and from school. Given pupils' ages, their contribution to the immediate community, shown most recently in the harvest festival service, is excellent. Pupils socialise and collaborate well. This means that group work in class is highly productive, with pupils learning from one another and contributing to a strong sense of purpose in all lessons. Pupils are aware of their cultural heritage through a number of their topics. The school is extending the range of opportunities for pupils to understand diversity, such as developing a link for video conferencing with a school in a multi-cultural area in London.

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These are the grades for pupils' outcomes

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

¹ 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?

Teaching is consistently good or better so that it has an excellent impact on pupils' achievements. The curriculum is planned very carefully. This ensures that there are strong links between subjects which makes learning coherent for pupils and it gives teachers very effective guidance on the progressive development of pupils' skills. As a result, teachers' planning for topics and for individual lessons is exemplary. They set activities which challenge and motivate pupils, and use a range of activities and pace them expertly so that not a moment is wasted. Effective use is made of using pupils' evaluation at the end of a topic to amend the curriculum for the following year. Planning is in place so that pupils can have a say at the beginning of a topic about some of the aspects which interest them most and so have an even greater impact on their learning. Teachers use the local area and the school grounds effectively to give a context for learning, such as a Year 2 walk to study housing and understand street plans. The whole site is being developed gradually, for example with the new sensory garden, to make even greater use of it as an outdoor classroom for all age groups. Teachers make highly effective use of special events such as science, art, topic or book weeks to give pupils in-depth opportunities for extended learning. A range of visits and visitors to the school are planned as integral elements of each unit of learning.

Assessment systems which required some improvement when the school was last inspected are now outstanding. Teachers know their pupils well and monitor their progress

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regularly to ensure that action is taken to give pupils the help they need when they find learning difficult. Teaching assistants have had good training and make an important contribution in helping pupils, particularly for those pupils who have special educational needs and/or disabilities. Targets are identified for pupils and reviewed with them, giving them a strong understanding of their next steps in learning. Marking is formative and constructive and pupils show significant skill in reviewing their own success against the success criteria for the lesson.

Pupils are known as individuals and staff build strong relationships with parents and carers which contribute to pupils' progress. Every child is known and valued. Those whose circumstances make them vulnerable or just going through a 'difficult patch' find that class teachers and teaching assistants offer much personal and emotional support. When expertise is needed beyond that available in the school, staff tap into a range of external professional support. The school's robust approaches to challenging absence and supporting families when difficult circumstances have arisen ensure ongoing good attendance. Transition arrangements into each year group are highly effective and reduce pupils' anxieties. Similarly, links with the local junior school continue to be strengthened with a unit of work bridging pupils' transition into their new school. Pupils with special gifts and talents are supported exceptionally well with additional activities, often working with pupils from other schools. Year 2 pupils enjoy a wide range of extra-curricular clubs which help to develop new interests beyond the classroom.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher's outstanding leadership ensures that there is a consistent strategic approach to all school initiatives. All members of the leadership team provide exemplary role models for staff and pupils, and their commitment inspires all to provide an exceptionally high quality of education for pupils, shown in the improvement in teaching since the last inspection. Professional development is relevant; for example, the training during the inspection was well focused to enable staff to use computer technology to enhance pupils' experiences further and to give parents and carers more regular information about pupils' progress. Teamwork is very strong so that individuals feel supported and their contribution valued. Since the last inspection, the governing body has engaged in more training and reorganised its committee structure so that governance is now good. With its growing experience, it provides effective strategic leadership and challenge for the school's work. The school meets the requirements for safeguarding children and has good systems to ensure the health and safety of pupils and staff. Strong links with external agencies, such as the police, are used to develop children's safety

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consciousness. The school's engagement with parents and carers is a real strength of this excellent school and reflects the ethos of care and involvement with the local community. Parents appreciate the information they have about the curriculum and the useful websites which can be used to complement classroom activity. Some parents and carers share their experiences to add interest to the curriculum; for example, a builder visited to enhance pupils' understanding of houses and buildings.

Providing equal opportunities and tackling discrimination lies at the heart of the school's work. As a result of comprehensive monitoring and evaluation leading to focused action, there are no significant differences in the performance of different groups of pupils. The school's warm ethos is highly effective in promoting a cohesive school community. Fundraising for a school in Uganda develops pupils' awareness of a different way of life. However, the school recognises that the range of opportunities for pupils to understand diversity is more limited, and is developing a link for video conferencing with a school in a multi-cultural area in London.

These are the grades for leadership and management

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

Early Years Foundation Stage

Pupils make outstanding progress across all areas of their learning because of the happy, friendly atmosphere which allows children to develop confidence and independence. Excellent planning and teaching ensure that children enjoy their learning and achieve because of the range of motivating experiences. Although children's achievement in literacy and numeracy are slightly lower than in other aspects of their learning, their attainment is still well above national and local averages. Children are encouraged to choose activities which extend their learning well, for example role-play following a teacher introduction when children found words or items that began with the letter of the day. Behaviour is extremely positive, with children knowing how they should behave and

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caring about their own and others' safety. Leadership and management of the Early Years Foundation Stage are very strong and all staff work as a team with a clear direction for the future. All welfare requirements are in place to promote children's health and well-being. Children's progress is tracked rigorously and immediate support given if a child is not making the expected progress. The outdoor area is small for the number of children in the Reception classes. However, careful planning and good organisation ensure that children receive adequate outdoor access during the week, although their opportunity to go outdoors when they choose is restricted.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

All parents and carers responding to the questionnaire are happy with their child's experience at the school, with an overwhelming majority being positive about all aspects of the school's work. They express a high level of appreciation for, and trust in, the leadership and management of the school. There were isolated concerns across five of the 13 questions, but this did not form a significant pattern of dissatisfaction. These were strongly counterbalanced by the very positive responses from the vast majority of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roselands Infants' 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 270 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	82	12	18	0	0	0	0
The school keeps my child safe	55	82	12	18	0	0	0	0
My school informs me about my child's progress	43	64	23	34	0	0	0	0
My child is making enough progress at this school	47	70	19	28	0	0	0	0
The teaching is good at this school	51	76	15	22	0	0	0	0
The school helps me to support my child's learning	49	73	16	24	0	0	1	1
The school helps my child to have a healthy lifestyle	43	64	23	34	0	0	0	0
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)	43	64	15	22	0	0	1	1
The school meets my child's particular needs	43	64	22	33	1	1	0	0
The school deals effectively with unacceptable behaviour	46	69	16	24	2	3	0	0
The school takes account of my suggestions and concerns	40	60	21	31	1	1	1	1
The school is led and managed effectively	57	85	9	13	0	0	0	0
Overall, I am happy with my child's experience at this school	56	84	9	13	0	0	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



24 October 2010

Dear Pupils

Inspection of Roselands Infant School, Eastbourne BN22 9PD

Thank you for your help and welcome when we visited your school recently. We enjoyed talking to you and seeing you at work and play. You will be pleased to know that we were impressed by the work you were doing. Your school provides you with an outstanding quality of education. I would like to tell you about some of the many positive things we found out about your school.

- The staff look after you exceptionally well and help you to make exceptional progress in your learning.
- Your behaviour is exemplary and this helps to make the school a really happy place for you to work and play together.
- You know how to stay safe and healthy and keep fit, such as when you ride scooters to and from school.
- You care very much about others in the community and do things to help them.
- Your parents and carers think very highly of the school.
- Your headteacher and staff take excellent care of you and know exactly what to do to make the school even better.

We agree with them that these are the most important things to do next:

- Make more changes to the school grounds so that you can use them more as an outdoor classroom.
- Ask for your views about the things you study more often and give children in the Reception classes more opportunities to choose their own play.

You can help by making sure that you ask if there is anything you do not understand. Please thank your parents or carers for returning the questionnaires. It was very helpful for us to know their views.

We are sure that you will continue to work hard and we wish you every success for the future.

Yours sincerely

Helen Hutchings

Lead inspector

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