

Roselands Primary School

Inspection report

Unique Reference Number	113242
Local Authority	Torbay
Inspection number	378672
Inspection dates	10–11 November 2011
Reporting inspector	Alex Baxter

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Mark Rundle
Headteacher	Debbie Main
Date of previous school inspection	25 February 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 25 lessons taught by 12 teachers. The inspectors also attended assemblies, observed break times and held meetings with representatives of the governing body, staff, pupils, and parents and carers. They observed the school's work, and looked at plans and policies, and records of assessments and tracking of pupils' progress. In addition, questionnaires completed by 79 parents and carers, 99 pupils and seven staff were analysed.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- The effectiveness of strategies to meet pupils' differing needs, particularly those new to the school and more-able pupils, and especially in English and mathematics.
- The development of pupils' independent and cooperative engagement in learning to accelerate their progress.
- The impact of the strategies introduced to improve the quality of teaching and learning for all pupils across the school.

Information about the school

Roselands Primary School is broadly average in size. The proportion of pupils known to be eligible for free school meals is above average. A small minority of pupils speak English as an additional language. The percentage of pupils from minority ethnic groups is below average. The proportion of pupils with special educational needs and/or disabilities is above that found nationally. The proportion of pupils joining or leaving the school at other than the normal times is also above average. Children in the Early Years Foundation Stage are taught in two Reception classes. The substantive leader of the Early Years Foundation Stage was on maternity leave at the time of the inspection. A new deputy headteacher commenced his duties in September 2011. An independent nursery operates adjacent to the school site; as it is managed independently, it was not part of this inspection.

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

- This is an outstanding school with a highly inclusive ethos of community and equal achievement for all. Staff are diligent in keeping pupils safe; consequently pupils derive considerable enjoyment from being at school, fully embrace healthy lifestyles, attend well and feel very secure. As one parent commented, reflecting the views of others, ‘Roselands has been a fantastic school for our children.’
- Senior staff and governors, led by an inspirational headteacher, work extremely well together and they have made significant improvements since the previous inspection. These include, for example, establishing greater consistency in the quality of teaching, which is now outstanding overall. Staff employ innovative and highly effective strategies to raise expectations and to develop the pupils’ collaborative learning skills. In addition, the excellent curriculum supports pupils’ rapid progress.
- As a result, pupils are very proficient in working independently and contributing to each other’s outstanding learning and achievement. Their joyful willingness to learn in this way ensures that pupils across the range of ability and needs derive equal benefit.
- Other developments include strengthened methods of assessing pupils’ work to promote improvement and making best use of the school’s new accommodation and facilities to provide stimulating, practical learning opportunities. In response, despite pupils’ varying starting points and increasing needs, year on year increases mean that pupils’ attainment at the end of Year 6 is above average in English and mathematics and continues to rise.
- Children in Reception make a good start to school life, but at times, have limited opportunities to record or try to write about their work. Pupils’ progress accelerates as they move through the school. However, while all teachers use discussion and drama well to establish good expression in pupils’ writing, the handwriting and spelling skills, especially of some more-able pupils, are not always developed as consistently.
- The headteacher’s unwavering, collegiate and very successful commitment to continued improvement is informed by excellent monitoring and self-evaluation. This is evident in the way staff have developed exemplary partnerships with parents and carers and outside agencies to build on continuing strengths in care, guidance and support and so to promote outstanding outcomes in pupils’ personal development. Consequently, pupils’ spiritual, moral, social and cultural development is outstanding and their behaviour is exemplary.
- Clearly, as another parent wrote, ‘The school has gone from strength to

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strength.' The pupils' outstanding academic and personal outcomes, in response to consistently strong provision and stemming from a proven track record of exceptional improvement, reflect the school's excellent capacity to sustain future development.

What does the school need to do to improve further?

- Build upon the best practice seen in the school to advance pupils' writing, especially that of the more able pupils, by:
 - placing greater emphasis on the development of pupils' spelling and handwriting skills so that these match the high quality of their speaking and collaborative learning skills
 - providing more opportunities for children in Reception to record and write about their learning activity in all areas of the curriculum.

Outcomes for individuals and groups of pupils

1

Observations of lessons clearly showed the way in which pupils totally commit themselves to their work, sustain interest and enjoyment in activities and develop understanding. This is a strong indication of the excellent quality of their learning. In addition, the pupils' very well-developed collaborative learning skills as 'talking partners' or when cooperating in groups brings joy to their learning, adds value to their individual contributions and refines their ideas. This was seen, for example, in a music lesson in Year 2, as pupils happily worked together and skilfully used percussion instruments to accompany the rhyme, 'Who stole the cookies from the cookie jar?' By such means, pupils are enabled to make outstanding progress. This applies equally for all pupils, including those with special educational needs and/or disabilities, pupils of high ability, and an increasing number who join the school at various times, mostly during Years 2 to 6.

Children make good progress in Reception, especially in enjoying school and cooperating well with each other. Skill levels on entry vary, but are generally below typical age-related expectations; from these starting points there is clear evidence of an increasing number of children meeting and exceeding typical expectations by the time they enter Year 1. Pupils' progress accelerates as they move through the rest of the school, in response to excellent teaching and support. As a result, pupils' attainments are cumulatively secured at an above average level by the end of Year 6, especially in mathematics, speaking and listening and enquiry skills. This represents outstanding achievement.

The pupils' improved and now well-developed ability to write expressively was also evident in many lessons, particularly when topics stimulated their interest. For example, in English in the Years 4 and 5 class, pupils showed good skills in reflecting about and evaluating emotive phrases and in using drama creatively to develop their ideas. On occasions in some classes though, a less consistent emphasis on accurate

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spelling and neat handwriting clouds the quality of pupils’ writing.

Pupils greatly enjoy school and undoubtedly feel very safe there; this is clearly apparent in their outstanding behaviour and relationships. All these qualities are clearly evident, for example, in the way Year 6 pupils act as playground friends and Year 5 pupils help children in Reception. These older pupils willingly adjust their own break times to offer emotional support and strongly promote healthy living by initiating sports activities with younger pupils during playtimes. Pupils contribute very fully to the life of the school and appreciate being given the opportunity to share their views and influence what happens in their class and around the school. Pupils undertake responsibilities diligently, for example, by making their views known as members of the school council or offering ideas about how to improve the school. Examples of the pupils’ initiatives taken up by the school include establishing rules about bringing toys to school and deciding which charities to support. As a result, by the time, they leave school, the pupils’ good attendance, excellent academic achievement and very positive attitudes to learning prepare them extremely well for the future.

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	2
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

How effective is the provision?

All teachers have high expectations and very good classroom management skills; they teach at a lively pace and use assessment with accuracy to ensure they challenge pupils well. Systematically in all lessons pupils are encouraged to evaluate the quality of their learning. Younger pupils do this by signing their understanding with thumbs up or down and older pupils by checking their work against clear

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

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targets, ‘tool kits’ of guidance and success criteria in the form of ‘writing ladders’. As a result, learning builds up cumulatively and is often developed very rapidly.

Clarifying links with previous work, sharing learning objectives with pupils at every stage of learning and a systematic emphasis on developing pupils’ cooperative learning skills represent significant developments in teaching and learning. These have promoted and now underpin the pupils’ excellent achievements, both academically and personally. For example, in a mathematics lesson in Year 1, the teacher’s high-quality questioning secured good connections with previous work and strengthened the pupils’ understanding of how the lesson objectives represented the next steps in learning. As a result, a secure platform for new learning was established. Most of the lessons seen were introduced using the same successful format, with frequent further illustrations using the interactive whiteboards. Consistent approaches were also seen when pupils worked in groups. This was seen for example, during an English lesson in the Years 1 and 2 class. The activity involved pupils working collaboratively in groups of four, with each pupil required to contribute and to meet a challenge in a clearly defined way so that by working together they refined and improved their poems about the wind. Such strategies not only enabled the pupils to learn well with and from each other, but also enriched their personal commitment and independence in learning.

The school’s excellent curriculum cuts across traditional subject boundaries to make sure that work is stimulating and progressively develops pupils’ skills and experience. A wide range and number of extra-curricular activities significantly enhance the curriculum including visits, visitors and clubs, which strongly promote the pupils’ healthy living and enjoyment in participating and learning. Any areas in need of improvement are identified well by the school through monitoring. They include successful enhancement of the pupils’ problem solving and expressive writing in all classes through topics that inspire pupils, for example Rise of the Robots and the Aztecs.

The exemplary care, guidance and support provided by the school are enhanced by outstanding links with parents and carers and outside agencies. These strong partnerships are strengthened further by the diligence of staff in pastorally meeting the needs of pupils across the range of ability, including those with special educational needs and/or disabilities, and in safeguarding their welfare. As a result, pupils enjoy coming to school, attend well and additionally, because they feel valued, readily give of their best

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

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The effectiveness of care, guidance and support

1

How effective are leadership and management?

The headteacher, by distributing leadership and clearly defining leadership and management roles, has successfully steered the school through a sustained period of improvement. Highly effective team working has now brought the school to a position where exemplary provision promotes pupils’ outstanding academic and personal development, and this demonstrates excellent value for money. The school promotes a strong sense of belonging for all pupils and staff, which is also evident in the school’s excellent links with parents and carers and with outside agencies. This spirit of community is also seen in the way pupils new to the school are woven seamlessly into the partnership of successful learners. The headteacher, senior staff and members of the governing body work together very closely and share a strong sense of direction. All staff share this determined ambition for continued improvement, which is seen in their high morale, despite the challenge of some recent staff changes.

Governors are highly supportive of all staff, but also well organised and challenging. They greatly value the leadership of the headteacher and are diligent in fulfilling their statutory duties. These include good procedures to safeguard pupils’ welfare, which include detailed risk assessments of the school’s site and secure staff appointment and child protection procedures. Monitoring and self-evaluation are very effective; pupils’ progress is tracked very carefully and teaching quality regularly and rigorously checked. Areas for development are efficiently identified and individuals are supported.

Pupils have their individual needs met and are supported equally, as seen, for example, in the increasing progress that all groups make as they move through the school. The pupils’ confidence shows that all pupils feel valued and that discrimination has no place in this school. The school promotes community cohesion well. Partnership events with local schools, charitable donations, for example, to Children in Need, topics such as, People Who Help Us and visitors from Nigeria promote the national and global dimensions. In addition, visits to Birmingham and London, planned for this school year, have been specifically designed to provide more experiences of Britain’s multicultural society.

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	1

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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

The current staff work well together to sustain good shared leadership during the absence of the substantive leader. Together, they work very supportively with parents and carers and enable children to enjoy a confidence-boosting start to school. All children, including those with special educational needs and/or disabilities, benefit from good care and guidance and make good progress. They behave and play very well together and readily show that they feel safe. Supported by good teaching, the well-resourced and very spacious indoor and outdoor areas are used well to provide a stimulating and successful range of learning activities, both adult-led and those chosen by the children themselves. For example, children are self-assured when speaking about their learning choices and are confident in self-registering their attendance. As a result, children make particularly good progress in their language, independent and cooperative learning skills. At times though, some variation across the two classes in the opportunities and support given to develop the children’s mark-making and early writing skills constrains their progress in this area.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A broadly average proportion of parents and carers responded to the questionnaire. The vast majority of those who responded to the questionnaire and the small number of parents interviewed by an inspector, expressed agreement with the work of the school and, in particular, indicated that they are content with their child’s happy, safe experience at this school. Additional written comments were mostly very

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positive, with particularly appreciative views expressed about the leadership of the headteacher and the caring work of the staff. There was no consensus across the few negative comments received and all were expressed in constructive terms.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roselands Primary 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	84	13	16	0	0	0	0
The school keeps my child safe	64	81	15	19	0	0	0	0
The school informs me about my child’s progress	56	71	22	28	1	1	0	0
My child is making enough progress at this school	58	73	18	23	3	4	0	0
The teaching is good at this school	59	75	19	24	1	1	0	0
The school helps me to support my child’s learning	57	72	18	23	4	5	0	0
The school helps my child to have a healthy lifestyle	53	67	26	33	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)	48	61	26	33	1	1	0	0
The school meets my child’s particular needs	57	72	17	22	4	5	1	1
The school deals effectively with unacceptable behaviour	45	57	30	38	1	1	0	0
The school takes account of my suggestions and concerns	49	62	25	32	2	3	0	0
The school is led and managed effectively	65	82	12	15	2	3	0	0
Overall, I am happy with my child’s experience at this school	68	86	9	11	2	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.

11 November 2011

Dear Pupils



Inspection of Roselands Primary School, Paignton TQ4 7RQ

Thank you so much for welcoming us to your school. We really enjoyed talking with you and seeing you at work. We were particularly impressed by your excellent behaviour and politeness and also by the very considerate way you work together, which was, quite simply, a joy to watch. We are pleased to agree with you and most of your parents that Roselands is an outstanding school.

These are the other main things we found.

- The levels of attainment that you reach by the end of Year 6 are above the national average. This shows that you are taught extremely well and make outstanding progress. You are confident, enthusiastic learners who show great willingness and skill in learning together. As a result, standards continue to rise.
- You are very happy and feel very safe at school because the staff care for you in an outstanding way. They ensure that you enjoy your learning by providing lots of interesting activities and encouraging you to participate very fully in an excellent range of clubs and visits.
- Your headteacher, senior staff and members of the governing body run the school extremely well. They work very closely together and with specialist agencies and your parents and give of their best to help you to succeed.

Even the best of schools can improve and so I have asked the leaders and managers of the school to help you to improve your spelling and handwriting and to provide more mark-making and early writing opportunities for those of you in Reception. These will enable some of you to make sure that your writing skills match your excellent speaking and cooperative learning skills.

You can help by continuing to help each other to learn and thinking about what you need to do next to improve.

Thank you again and best wishes for the future.

Yours sincerely

Alex Baxter
Lead inspector

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