

Roselands Primary School

Inspection report

Unique reference number	117338
Local authority	Hertfordshire
Inspection number	395265
Inspection dates	3-4 July 2012
Lead inspector	Stephen Abbott HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Shirley Ward
Headteacher	Jane Carson
Date of previous school inspection	12 January 2012
School address	High Wood Road Hoddesdon EN11 9AR
Telephone number	01992 442407
Fax number	01992 471721
Email address	admin@roselands.herts.sch.uk

Age group	4–11
Inspection date(s)	3-4 July 2012
Inspection number	395265



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Stephen Abbott

Her Majesty's Inspector

Samuel Ofori-Kyereh

Additional inspector

This inspection was carried out with two days' notice. During the inspection, parts of 18 lessons were observed involving eight different teachers. Meetings were held with senior leaders, teachers, groups of pupils, members of the governing body, and a representative of the local authority. Brief conversations were held with a few parents and carers. Inspectors observed the school's work, and looked at the single central record of safeguarding checks, samples of pupils' writing and mathematics, the school's monitoring records, pupil progress data, the school's action plan, reports from local authority visits, and minutes of the governing body meetings.

Information about the school

The school is average in size compared with other primary schools. Pupil numbers are rising as the school expands following a recently completed building project. This was undertaken to accommodate children of families moving into a new local housing estate. The proportion of pupils known to be eligible for free school meals is well below average. Almost all pupils are from White British backgrounds. The proportion of disabled pupils and those who have special educational needs supported at school action plus or through a statement of special educational needs is broadly average. Children in the Early Years Foundation Stage are now admitted to the two Reception classes at one point of entry each September. The school has recently received the Activemark Award. The school meets the government's current floor standards, which determine its minimum expectations for pupils' attainment and progress

When the school was inspected in January 2012 it was made subject to special measures. This inspection was its first monitoring visit.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. It has made significant improvements to the curriculum and the quality of teaching since it was inspected January 2012. It is not yet good because teaching, including marking, is not consistently good and pupils are not always clear about how to improve their work. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection. In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.
- Pupils' achievement is satisfactory. Following a three year decline, attainment is now increasing across the school and is above average in Year 6. Standards of writing have improved. In mathematics, pupils are developing skills of independent enquiry but teachers do not always ensure pupils record their working out correctly.
- Teaching is satisfactory. In good lessons, teachers monitor pupils as they work, adapting their teaching accordingly. Some lessons still have overlong introductions, but inadequate lessons have largely been eliminated. Improved marking has resulted in better feedback for pupils in literacy, though teachers do not always check that pupils respond to comments.
- Pupils' behaviour and safety around the school is good. They have positive attitudes to learning and respond promptly to teachers' direction and work cooperatively with each other. However, some pupils lose concentration in lessons where they are not quickly engaged in active learning.
- School leaders, including the governing body, have responded quickly to the previous inadequate judgement and show a satisfactory capacity for further improvement. Rigorous monitoring of teaching and learning and performance management now effectively inform actions for improvement. However, information provided to the governing body is not always clear enough to

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

ensure they monitor progress effectively. Pupils' spiritual, moral, social and cultural development is good. The school's music provision is particularly strong.

What does the school need to do to improve further?

- Address the most common weaknesses of teaching to ensure that it is consistently good or outstanding by:
 - ensuring that pupils are engaged in purposeful activity at an earlier stage of the lesson
 - making sure that all teachers monitor pupils as they work to check their progress and understanding and adapt their teaching accordingly.
- Provide better guidance to pupils on how to improve their work by ensuring that all teachers:
 - follow the school's marking policy consistently in all subjects
 - routinely check that previous comments have been acted upon by pupils and that any corrections or additional challenges have been completed
 - comment regularly on the quality and correctness of pupils' intermediate working in mathematics.
- Improve the governing body's ability to hold the school to account by:
 - providing termly summaries of pupils' attainment and progress in reading, writing and mathematics in a format that allows ready comparison with national expectations, school targets and performance in previous years.

Main report

Achievement of pupils

Pupils have made good progress in reading, writing and mathematics in the five months since the previous inspection in January 2012. This has made up for the slower progress they made in the autumn term, so that their achievement over the full year is satisfactory. Consequently attainment is above average at the end of both Key Stages 1 and 2. There are no significant variations among different subjects or groups of pupils. The progress of disabled pupils and those having special educational needs is in line with that of all pupils because they are well supported in class and through extra provision.

Pupils have regular opportunities to write at some length, both in literacy lessons and in topic work. As they move up the school, pupils develop additional skills, such as the correct use of punctuation, the use of paragraphs and techniques for making their writing more interesting and varied. Mathematics lessons increasingly include problems and investigations. Year 2 pupils learned about being systematic as they tried to find all the ways of making £2 using 10p and higher value coins. Year 6 pupils explored the impact of the plague in Tudor times by analysing death statistics

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

from the period. However, pupils do not always set out their work in mathematics correctly or efficiently.

Over the previous few years Early Years Foundation Stage outcomes had dropped below expectations and pupils' attainment in both key stages had declined from above average to broadly average. However, this trend has been reversed. In every year group, pupils are performing better than their predecessors, despite having had lower starting points. Attainment in reading by the end of Year 2 and Year 6 is above average. Pupils effectively sound out unfamiliar words by blending the sounds that letters make (phonics). Most talk confidently about the meaning of what they have read, helping their learning across all subjects. The above average attainment by the end of Year 6 represents satisfactory progress for the pupils concerned, given their above average starting points.

Children now make good progress in the Early Years Foundation Stage. The reception classes prepare them well to start Key Stage 1 because most are at the level expected for their age in personal, social and emotional development and in problem solving, reasoning and numeracy. A large majority are at a similar level in communication, language and literacy.

Quality of teaching

Teaching has improved since the last inspection. The majority of lessons are well taught and very few are inadequate. Teachers build in opportunities for pupils to encounter inspiring stories, to reflect on their lives, and to develop their sense of justice. Pupils are taught to work together harmoniously. Pupils' cultural development benefits considerably from the school's very strong teaching of music and the regular musical and dramatic performances.

In the best lessons observed, teachers gave pupils time to think for themselves or to discuss ideas with a learning partner before seeking responses. This meant that pupils could give thoughtful and extended answers. In other good lessons pupils took an active role, for example through practical work or mathematical investigations. In a Year 1 science lesson, pupils deduced the contents of closed containers by shaking them and listening carefully. Year 6 pupils shared ideas for interesting words to use in their Tudor diaries to describe their feelings about a royal visit.

The quality of marking is improving as teachers comment more frequently on pupils' work. Where marking is exemplary, each piece of work attracts a comment with clear guidance on how to improve which includes a request for particular corrections or an additional challenge. Pupils are given time for this extra work at the beginning of their next lesson. Their responses are checked in the next round of marking so that a learning dialogue is maintained between teacher and pupil. However, teachers do not consistently follow up by checking the responses. In mathematics, teachers model correct solutions when an answer is wrong, but they rarely challenge cases when working is incorrectly presented but the answer is right.

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

In the minority of weaker lessons, teachers spend less time checking that each pupil understands the work, is working at a reasonable pace and is making progress towards the learning objectives. In addition, introductions from the teacher are sometimes still too long. For example, where a range of activities have been planned for different groups, all pupils may be expected to listen to instructions for each group. Consequently, pupils have less time for independent work.

The teaching of disabled pupils and those who have special educational needs has been enhanced by a review of provision. Teaching assistants are well briefed and effectively deployed in the classroom to provide support to specific individuals and direct teaching to small groups of pupils. Increasingly, they also provide extra support for pupils who have fallen behind. For example, teaching assistants who usually work in Key Stage 1 now spend some of their time helping older pupils who need to catch up with their reading.

All staff have had training in teaching phonics to support reading and spelling. Volunteer helpers perform a valuable service in listening to pupils read and engaging them in conversation about what they have read. As a result, pupils' reading is improving.

Behaviour and safety of pupils

Pupils typically behave sensibly and safely around the school and in lessons. This is substantiated by school records. Pupils are polite towards adults and considerate towards one another. They understand the need for extra consideration for disabled pupils and those who have special educational needs. Pupils are taught how to stay safe and to how to deal with difficult situations they might face. They feel safe in school and their parents and carers agree that they are looked after well. Pupils say that bullying and racist incidents are infrequent and are dealt with sensitively by the school.

Most parents and carers believe that there is a good standard of behaviour in the school, though a few have occasional concerns. Pupils say that behaviour in lessons only occasionally interrupts their learning. In well taught lessons, pupils show positive attitudes to learning. In lessons where pupils are not actively involved at an early stage, some pupils lose their focus. However, they generally respond well to their teachers' expectations of their behaviour. Teachers use a range of strategies to manage behaviour. When one class was slow to settle in a French lesson, the teacher took the class outside to play a game which also allowed pupils to continue learning French while running off some energy.

Leadership and management

Leaders and managers, including the governing body, have responded positively since being placed in special measures. Monitoring and evaluation have been sharpened considerably. Pupils' progress is now reviewed twice a term, allowing any underachievement to be picked up promptly. A restructure of learning support

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

provision has allowed more resources to be focused on helping pupils who need to catch up. Pupils' work and teachers' planning are checked regularly and rigorously to create a strong focus on improvement. The quality of teaching and the progress of pupils are now reflected more strongly in performance management.

The curriculum has been reviewed to strengthen the links between subjects. The strong contribution to pupils' spiritual, moral, social and cultural development has been retained while there is a stronger emphasis on developing literacy and numeracy across the curriculum. New policies for teaching literacy and for marking are having a positive impact, but senior leaders recognise that they are not yet embedded for all teachers in their routine practice.

The school has worked in partnership with the local authority and an outstanding local school to provide training for staff. Consequently, teachers are more confident in teaching mathematics through problem solving and investigative activities. Increasingly, the school is taking the lead in commissioning further support and training, reflecting the growing confidence of its leaders. Teachers have worked together and with colleagues from other schools to ensure that their assessments are accurate and consistent. As a result, the school has clear evidence that attainment is improving in all year groups.

Leaders and managers, including the governing body, promote equality and tackle discrimination well. They ensure that arrangements for safeguarding meet current requirements. The school's capacity for further improvement is demonstrated by the rapid and effective action taken by leaders to raise the quality of teaching to satisfactory, revise the curriculum and sharpen self-evaluation so that pupils' achievement is now satisfactory and improving.

The governing body holds the school to account satisfactorily. Members of the governing body continue to visit regularly to observe the school's work. They have undertaken training to better understand how to use data on the school's performance, but the termly summaries they receive on pupils' attainment and progress in reading, writing and mathematics are not provided in a format that allows ready comparison with national expectations, school targets and performance in previous years.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 July 2012

Dear Pupils

Inspection of Roselands Primary School, Hoddesdon EN11 9AR

When your school was inspected in January 2012, it was not doing very well and was put into 'special measures'. It is my job to visit regularly to make sure that the school is improving. The good news is that the school has got better very quickly. You learn more in lessons now because the teaching has improved. Your reading, writing and numeracy skills are now back to where they should be, and are above average. Mrs Carson and the other senior leaders have ensured that the school provides a satisfactory education for you. I am confident that the school can carry on getting better and that it no longer needs me to keep visiting.

I was impressed by the sensible behaviour I saw in most lessons and around the school. You get on well with each other and with adults. A few of you lose your concentration when you are listening to the teacher for too long. Many of you are just above the levels expected for your ages in reading, writing and mathematics, but you can do even better. The school still needs to work hard to make sure that this happens.

I have asked teachers to carry on improving their teaching and your learning by:

- keeping their introductions short so you can start work earlier in the lesson
- checking on you when you are working, so they can help you do your best
- helping you to record your mathematics work correctly
- making sure that you correct your work and know how to improve it.

I would like to thank all of you who made me so welcome and took time to answer my questions. Everybody involved with the school, both adults and pupils, deserves congratulations for working so hard. You can help the school to improve further by keeping up the good work and by putting even more effort into your writing.

Yours sincerely

Stephen Abbott
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**