

# Rosebrook Primary School

Rudyard Avenue, Stockton-on-Tees, North Yorksh, TS19 9LF

**Inspection dates** 17–18 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The standards have been rising for three years. Pupils' progress is good and most learn well in many subjects.
- Pupils who are eligible for the pupil premium funding make very good progress because the school invests in extra resources to help them to achieve.
- Teaching is good. In the best lessons teachers use questions which make pupils think hard and use a good range of resources, including computers, to stimulate interest.
- Reading is encouraged at every opportunity and teaching assistants work well with pupils when they need help.
- The various topics that children study, such as the Egyptians, are used in literacy and numeracy lessons to capture pupils' attention.
- Pupils' attitude towards their classwork is good. They quickly get down to work in lessons and waste little time.
- The behaviour of pupils in lessons and around the school is good. They are polite and friendly to each other and to visitors.
- The pupils say they feel safe in school because the site is very secure and they say that there is no bullying. There have been no exclusions for at least two years.
- The whole staff of the school as well as the governing body share high expectations for the pupils.
- The way in which the school checks the work that staff do staff has helped to raise the standards of teaching across the school.
- The well-run Resource Base helps to secure good progress for pupils who are supported there.

### It is not yet an outstanding school because

- Boys have improved but still make less progress than girls, particularly in reading.
- Only a small number of lessons were judged to be outstanding because, in some, teachers spent too long at the start explaining things.
- In a small number of lessons the work was not challenging enough for some pupils.
- The feedback to pupils on how well they are doing is not always frequent or detailed enough.

## Information about this inspection

- This inspection was carried out with half a days' notice.
- Inspectors visited 21 lessons or parts of lessons taught by 16 different teachers. One observation was carried out jointly with the deputy headteacher.
- Inspectors listened to pupils read and talked to them about how much reading they do as well as looking at their work in class.
- Discussions took place with three members of the governing body, staff, groups of pupils and a representative of the local authority.
- Documents were examined, including those relating to safeguarding, the school's plans for improvement and records showing self-evaluation of its effectiveness, as well as the school's own data from the assessment of pupils' progress.
- The views of five parents who responded to the online questionnaire (Parent View) were also taken into account, as well the school's own Parental Questionnaire, which surveyed 69 parents.
- Thirty-one staff completed questionnaires about the school.
- On the morning of the first day of the inspection only Year 6 and the Nursery were in school. All other pupils were at the cinema.

## Inspection team

Frank Cain, Lead inspector

Additional Inspector

Belita Scott

Additional Inspector

Zoe Westley

Additional Inspector

## Full report

### Information about this school

- Rosebrook Primary is a larger-than-average-sized school.
- There is a small specialised Resource Base in the school for pupils who have special educational needs.
- The proportion of pupils with learning needs supported through school action is slightly above average, but the proportion at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils known to be eligible for the pupil premium funding (which is intended for provision of learning support for pupils entitled to free school meals or in the care of the local authority) is also well above average.
- The staffing of the school is now stable with few recent staff changes.
- Government floor standards, which relate to pupils' attainment and progress, have been met.

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

- Improve the quality of teaching and learning so that it is consistently good and a greater proportion is outstanding by:
  - giving more detailed and frequent comments, when books are marked, on how pupils can improve their work
  - providing all pupils with challenging learning tasks which are always well matched to their individual needs
  - ensuring that there are enough opportunities in all lessons for pupils to demonstrate what they have learnt by reducing the amount of time teachers spend talking to the whole class
  - making sure that initiatives to improve reading and phonics lead to better progress, especially for the more-able boys.

## Inspection judgements

### The achievement of pupils is good

- When pupils start school they are generally below or well below the standards found nationally, but by the time they leave in Year 6 they are close to the national average.
- Pupils generally do better in mathematics than in English.
- The progress pupils make from their starting points is good in the majority of classes and is still improving. In the Early Years Foundation Stage, where they make good progress, children can explain that a square has four sides and they can identify the many different fruits that they can put into a fruit salad.
- In lessons, pupils of all ages are keen, work well and produce more work in their books than might be expected. The standard of work is usually good but sometimes pupils do not take care enough with their handwriting.
- Many pupils who have special educational needs make progress similar to other pupils and some do far better, especially in mathematics. Pupils in the Resource Base make good progress because of the support that they get. They also make good progress because they follow the same topics as pupils elsewhere in the school. This means that they have access to school visits linked to their topics, and they can join in with classmates in some subjects.
- Pupils who are supported by the pupil premium funding have made accelerated progress so that now they are now ahead of similar pupils nationally.
- The school encourages reading and pupils have booklets in which they keep a record of books that they read. In Year 2 and Year 6 pupils say they enjoy reading, some preferring poetry or humorous books. Most are able to link letters with the sounds they make so that they know how to say words that are new to them, but some find this more difficult.
- Achievement is not yet outstanding because boys do not do as well as girls, particularly in reading. Boys reach levels that are normally expected for pupils of their age but not enough of them do better than that. Pupils in Years 3 and 4 generally make less progress than pupils in other classes.

### The quality of teaching is good

- Teaching is good because teachers' planning builds on what pupils have learnt in earlier lessons. Pupils are usually given work according to their ability and teachers devise tasks which are based on the specific interests of pupils as early as in the Nursery, where a lesson was built around children's favourite cartoon characters.
- Pupils are encouraged to investigate things for themselves. In a Year 5 science lesson pupils were weighing things that the school might throw in the rubbish bin, in order to work out how much the school might throw away in a week as well as over a school year.
- Linking topics to literacy and numeracy in lessons works well to capture pupils' interests and to give a point to a problem. In one lesson the pupils were reminded about their literacy target when writing about famous people.
- The pupils like practical tasks and teachers use their good subject knowledge to inform and plan effective lessons. Teachers in Year 5 linked the film their pupils had seen at the cinema in the morning to their science lesson, making it especially relevant to them.
- Homework is popular, especially amongst older pupils, because it is linked to their class topic and pupils decide what aspect they are going to do themselves rather than being told by their teacher.
- Teaching assistants support learning well. They show skill in helping pupils rather than doing things for them.
- Resources are used very well to help pupils to learn, including the interactive whiteboards and cameras to record what is being learnt. Tablet computers are very popular and are used

effectively with children in the Nursery to help them to draw pictures. In a well taught Key Stage 2 art lesson, resources were readily available so that pupils got down to work quickly without fuss. The Reception class has a dedicated indoor area for writing and the children are given opportunities for writing as part of their role-playing games.

- The school is very effective in promoting the personal and social development of its pupils.
- Many teachers encourage pupils to work with a partner to share ideas and learn from others. However, in some lessons the pupils are not given enough time to show what they could do because the teacher spends too long on explanations.
- Pupils enjoy having a choice as to what aspects of a topic they study in some lessons, which gives them a better reason to work well.
- Teaching is not yet outstanding because, while teachers modify work for pupils of different ability, it is not always as challenging as it might be for some pupils.

### **The behaviour and safety of pupils** are good

- The behaviour of most pupils is good and sometimes outstanding. Pupils are good natured and considerate for others. In the Nursery they take turns when playing with sand and in Year 2 they work well in pairs and help each other with their work on famous people in the past.
- In the dining room the pupils are helpful and courteous. Despite the very large numbers, there is very little noise and no inappropriate behaviour. Pupils stick to the well established one-way system in the dining hall.
- Relations between pupils and teachers are good and so pupils respond well when spoken to by staff if behaviour does not meet their high expectations.
- There are very few serious behaviour incidents recorded in school and all are dealt with promptly and appropriately. The staff encourage good behaviour and positive attitudes throughout the school. 'One person speaks at a time.' a teacher reminded a Nursery class.
- School is popular with pupils and they enjoy lessons. In Nursery a 'wake up, shake up' exercise at the start of the day is accompanied by squeals of delight from the children.
- Pupils say they feel happy and safe in school and staff agree. They appreciate the organised activities at lunchtime organised by 'dinner nannies'. They report that there is no bullying at school but they realise that it can take many forms, including that linked with mobile phones and computers.
- The school has taken effective action to reduce absence. As a result attendance has improved over three years and the number of pupils who are often absent has fallen to broadly average.
- Behaviour is not yet outstanding because the attitude to learning in some lessons, where teaching requires improvement, is not always good.

### **The leadership and management** are good

- The ambition and the high expectations of the whole staff, including the governing body, have led to a strong improvement in the progress that pupils make. The staff in their questionnaires showed unanimous support for the school.
- Money allocated to support children eligible for the pupil premium is proving to be extremely effective in bringing about a substantial increase in their achievement.
- The school provides good opportunities for all pupils to be successful. After-school clubs attract a wide range of pupils and there are very positive relations between pupils, with no hint of discrimination.
- There are sound systems to check the quality of teaching and staff training has been given a high priority by the senior staff. Good work by teachers is rewarded with additional responsibility. The leaders of English, mathematics and science have time set-aside for them to

monitor teachers' planning and the quality of pupils' work. The school marking policy, however, does not stress sufficiently that pupils must be given high quality feedback on their work.

- Topics, such as the Greeks and the Romans are extremely popular with pupils, as are visits to Beamish Museum and the local wood, along with visitors to school which extend the pupils' understanding.
  - The school has the ability to improve further, judging by the strong progress pupils already have made and the improvements to attendance.
  - The school's arrangements for safeguarding meet statutory requirements.
  - The local authority provides some helpful support for this school, particularly in the checking of the standards of writing and also in the information it provides for schools on how well pupils are doing.
  - Leadership and management are not yet outstanding because there are some areas where the pupils do not achieve as well, including in Years 3 and 4, and higher-ability boys' literacy.
  - **The governance of the school:**
    - Governance is strong as governors are committed to school improvement and share the vision of the headteacher.
    - The governing body is raising its profile with parents by starting its own newsletter for parents.
    - Governance is being strengthened by linking governors to specific subject areas in order to understand better what is happening in school.
    - The governing body has plans to do more training in order to provide even more challenge to the school.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135143
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	402673

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Jim Beall
<b>Headteacher</b>	Mrs Val Rudd
<b>Date of previous school inspection</b>	17 March 2010
<b>Telephone number</b>	01642 677985
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