

Rosewood Primary School

Rosewood Avenue, Burnley, Lancashire, BB11 2PH

Inspection dates

29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils say they are happy to attend the school and all feel safe at Rosewood. Almost all parents and carers agree that their children feel safe and are well looked after.
- Pupils' behaviour is good throughout the school. In the best lessons, pupils' behaviour is outstanding.
- Standards in English and mathematics have risen steadily and are slightly above average at the end of Year 6.
- All groups of pupils make good progress.
- Teaching is good and particularly strong in years 5 and 6. In these classes, outstanding teaching promotes a real enthusiasm for learning.
- The headteacher and assistant headteacher show great determination to improve the school and have addressed the areas for improvement, identified at the last inspection well.
- There is a strong and effective focus on improving teaching and raising achievement.
- Governors know the school well and provide the necessary support and challenge to the senior leaders.
- Attendance has improved and is above the national average.

It is not yet an outstanding school because

- Teachers' marking of pupils' work varies in quality in different classes and subjects. Pupils do not always respond to the useful comments that teachers write in their work books.
- In some lessons, the needs of the more able pupils are not fully met.
- In a few lessons, pupils do not learn quickly enough. As a result, some pupils lose attention and become distracted.

Information about this inspection

- Inspectors observed 20 lessons taught by 14 teachers. In addition, they observed teaching assistants teaching small groups of pupils and conducted some shorter visits to classes to check the quality of the curriculum with senior leaders.
- The inspectors held meetings with the headteacher, the assistant headteacher in her role as coordinator of provision for disabled pupils and those with special educational needs and in her role as a senior leader, subject and department leaders, governors and a representative of the local authority.
- Inspectors took account of the 28 responses to the on-line questionnaire (Parent View), correspondence received during and after the inspection, conversations with parents at the start and end of the school day and the school's own records of parents' views.
- Inspectors observed the school's work and looked at a range of documentation, including safeguarding policies, school development plans, the school's records of checks on the quality of teaching and samples of pupils' work.

Inspection team

Liam Trippier, Lead inspector	Additional Inspector
Marie Cordey	Additional Inspector
Stephen Wall	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school and the number of pupils on roll has increased in the last year.
- A very large majority of pupils are from White British backgrounds and other pupils come from a range of minority ethnic backgrounds.
- The proportion of pupils speaking English as an additional language is low.
- An above average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children from armed forces families, and children known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils with a statement of special educational needs and those supported at school action plus is below average.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school accommodates Kids Klub, a before- and after-school group that is attended by some children from the school. This is inspected separately and the report is available on the Ofsted website.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to raise achievement further by:
 - ensuring that feedback comments made in teachers' marking are followed up by pupils in all subjects and classes in order to help them to further improve their work
 - providing more-able pupils with work that is hard enough for them in every lesson
 - ensuring all pupils learn quickly enough.

Inspection judgements

The achievement of pupils is good

- Children start the school with skills, knowledge and understanding that are below those found typically for three- and four-year olds. They make good progress throughout the Early Years Foundation Stage so that at the start of Key Stage 1 standards are close to average.
- Children learn well in the Nursery and Reception classes and enjoy a good range and balance of activities that are taught by adults and chosen by the children themselves.
- Standards at the end of Key Stage 1 are broadly average in reading, writing and mathematics. Pupils make good progress through this key stage from their different starting points and their understanding of letters and the sounds they make (phonics) is particularly good. Pupils apply these skills well when reading unfamiliar words in their reading books.
- Pupils enjoy reading and older pupils enthusiastically told inspectors that they read a good range of books for pleasure. The school promotes reading well and most pupils interviewed have a good knowledge of different authors and books.
- Standards reached by the end of Year 6 in reading, writing and mathematics are slightly above average and have risen over time. This is because the quality of teaching and assessment has improved and pupils have a good understanding of what their next steps are in English and mathematics. Pupils make good overall progress through Key Stage 2 but there is some inconsistency because a small proportion of teaching in some classes is not as good as it could be. However, the school is addressing this issue well through staff development, performance management and checking pupils' work regularly.
- The school's system for checking pupils' progress effectively involves pupils, parents and staff in regularly setting and reviewing targets and next steps in learning. Senior leaders and teachers thoroughly check the progress made by individuals and groups of pupils. Those pupils at risk of not doing well are provided with suitable activities so that they can catch up and make the progress they are capable of. The small proportion of pupils from minority ethnic backgrounds make the same progress as other pupils in their classes.
- Additional funding that the school receives is used well to improve the quality of learning for disabled pupils, those with special educational needs and those known to be eligible for the pupil premium. Good teaching in lessons and high quality small-group teaching ensures those pupils make good progress over time. The attainment of pupils known to be eligible for the pupil premium is above the national average for this group in reading, writing and mathematics.

The quality of teaching is good

- Most teaching is of good quality. In upper Key Stage 2 teaching is outstanding. Senior leaders recognise that on occasions when pupils do not learn quickly enough in lessons, teaching requires improvement and they address the issues well.
- Pupils are provided with many opportunities to deepen their understanding, extend their knowledge and develop skills well through participation in practical activities and working in pairs and groups. For example, inspectors observed the outstanding use of electronic handsets for pupils to communicate their answers quickly to the class computer and display board in a Year 5 class. This practical approach ensured pupils received immediate feedback on their learning, concentrated for a long time and were totally 'hooked' in improving sentences using adjectives to describe nouns.
- Teachers regularly check on the progress their pupils make and set targets for their next steps in learning. In a good lesson in Year 3, the teacher reviewed a child's work with her class to remind them of the aims of the lesson and ensured all pupils took part. As a result, pupils used the shared ideas and improved the standard of their own work to write good quality myths.

- Teachers question pupils well and challenge them to think carefully about their answers.
- Teaching assistants make a good contribution to pupils' learning. This is particularly so in small-group work which is quickly improving pupils' reading, writing and spelling skills.
- Pupils say they enjoy their lessons and understand clearly how to improve their work. Most teachers' marking in pupils' workbooks provides clear next steps for pupils to follow but time is not routinely provided for pupils to reflect and respond well to marking in every class or in every subject. In a small minority of lessons more-able pupils are given learning activities that they find too easy.
- Parents' views of teaching are generally positive. However, not all agree that teaching is good. Parents' views about teaching were taken into consideration on this inspection. Inspectors found that whilst teaching is good overall there are some variations in its quality.

The behaviour and safety of pupils are good

- Pupils say that behaviour in school is good and inspectors agree. Pupils like the school's way of rewarding good behaviour and recording this in their personal mentoring files to acknowledge improvements and good conduct. They especially enjoy being chosen for the Very Important Person table at lunchtimes to reward good behaviour. All pupils interviewed by inspectors say they feel safe in school and know that if they have a problem, there is someone in school to help them.
- Pupils say that name calling and bullying is not a serious issue in the school. They are aware of the different forms of bullying and know what to do to stop it. Pupils told inspectors that there is little, if any, unkind name calling linked to racism, homophobia or disability and special educational needs. Incidents of bad behaviour are rare.
- Pupils behave well in lessons and enjoy taking part in activities and group work. They conduct themselves well around school, displaying good manners to visitors and speaking politely to each other. Pupils enjoy helping each other at playtimes to organise games and activities and pupils have a strong sense of right and wrong.
- Inspectors observed exemplary behaviour when pupils spontaneously complemented each other after reading well in small-group work. Only when pupils do not learn quickly enough in lessons do they lose their concentration and become distracted by objects or each other.
- Behaviour in the playground is good but the senior leaders recognise that at lunchtimes the behaviour of a small group of pupils should be better. As a result, more lunchtime organisers have been appointed and are being trained to structure pupils' games and activities.
- Pupils' attendance is above average and has improved since the last inspection which indicates their enjoyment of school. They are well aware of the importance of good attendance and punctuality. The school's procedures for checking attendance are effective. Exclusions are rare and there have been none for over three years.

The leadership and management are good

- All staff share the same ambition for the school and this results in everyone striving for good academic achievement, an exciting curriculum, good care for the pupils and a purposeful partnership with parents. Staff willingly engage in training which has improved their teaching and helped to raise standards. Leaders ensure staff can see and learn from the best practice at Rosewood and at other schools.
- Senior and subject leaders and other coordinators have a good understanding and knowledge of the strengths and areas for development in the school because they regularly check the quality of teaching and its effect on pupils' learning. They do this by observing lessons, analysing test and assessment scores, talking to pupils and scrutinising their workbooks. Information gathered

provides leaders' with good quality information so that the school's evaluation of itself is accurate. Leaders give good quality feedback to staff after checking the quality of their work and this is helpful in ensuring that teaching continues to improve.

- Staff are regularly held to account for the progress the pupils make in their classes. Performance management systems are well established and are rightly linked to the government's nationally expected standards for teachers. Staff are provided with the necessary support and opportunity to meet their performance targets.
- Senior leaders ensure that all groups of pupils make good progress and consequently equality of opportunity is promoted well.
- The well planned curriculum meets pupils' needs and promotes good achievement. Pupils develop good literacy skills and they write at length across different subjects in the curriculum. A range of after-school clubs enhance the curriculum such as film club and a computer-based reading club and visits to schools in different contexts develop pupils' good understanding of people from different backgrounds to their own.
- Pupils' spiritual, moral, social and cultural development is promoted well across the school. Pupils have a strong sense of right and wrong and through planned activities and topics such as 'Good to be Me' and 'Relationships' they learn to develop good social skills and positive attitudes. By studying life in India and in other countries in Africa, for example, the school promotes a good understanding of different cultures and faiths.
- The school's arrangements for safeguarding pupils meet statutory requirements. Procedures for vetting staff are fully in place and safeguarding policies and procedures are up-to-date.
- The local authority provides good support and has challenged the school effectively so that improvements have rightly been focussed on teaching, learning and achievement.
- **The governance of the school:**
 - Governors know the school well and receive useful information to support and question senior leaders in meetings. They share the senior leaders' ambition for the school and recognise the good improvements that have been made since the last inspection particularly in relation to better teaching and achievement of pupils. They know the school's performance management systems are effective and understand how this is linked closely to salary progression. Governors are aware of the benefits to be gained from coming into school to see teaching for themselves and so are planning visits this term. They make sure that additional staff and funds are targeted at the pupils most in need, including those eligible for pupil premium funding, and know that this is helping them to make good progress and attain higher standards in reading, writing and mathematics than their peers nationally.

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

Unique reference number	133437
Local authority	Lancashire
Inspection number	406519

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	400
Appropriate authority	The governing body
Chair	Alex Bird
Headteacher	Ian McCann
Date of previous school inspection	10 March 2011
Telephone number	01282 463790
Fax number	01282 463792
Email address	head@rosewood.lancs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 2013

