

Rosebery School

White Horse Drive, Epsom, KT18 7NQ

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Students achieve high results that compare well with those of students in similar schools. Students, including those in the sixth form, make good and sometimes outstanding progress.
- Teaching is usually good, with some outstanding lessons. Students benefit from the excellent subject knowledge of their teachers and the high expectations.
- The sixth form is good and provides students with a wide range of academic courses. They are very well prepared for the next step in their education including entry to top universities.
- The headteacher and her senior team are passionate about the progress and personal development of every student. They are ambitious for the school and are determined to equip every student with the skills and qualifications needed to participate fully in the modern world.
- Behaviour is good in and out of lessons. Students are polite and friendly and they support each other. Parents and carers and students value the care and guidance that the school provides.

It is not yet an outstanding school because:

- Some students do not make enough progress, particularly those who enter the school with average or below average results and those who are eligible for the pupil premium.
- There is too much variation and inconsistency in the quality of teaching between subjects and different student groups. In some lessons students are not challenged enough and the rate of progress is too slow.

Information about this inspection

- Inspectors observed 43 lessons, including four joint observations with senior leaders.
- They also made a number of short visits to lessons and observed students during break time, lunchtime, in assembly and in registration time.
- Inspectors evaluated the quality of marking and written feedback in students' work.
- Inspectors spoke to students in lessons about their work.
- Inspectors met with groups of students across the age and ability range to discuss their views about teaching, behaviour, safety and progress.
- Inspectors met with the headteacher, senior leaders, governors, middle leaders, teachers and an external school improvement consultant employed by the school.
- Inspectors took into account the 302 responses to the online parent survey (Parent View). They considered views of staff and the 70 responses to the staff questionnaire. Two parents and carers contacted the lead inspector to make additional comments about the work of the school.
- Inspectors checked the school's records on safeguarding and child protection. They looked at the school's records of students' current results and progress. They also considered the school's behaviour records and figures for attendance.
- Inspectors considered school evidence of performance management and teachers' pay progression. They also scrutinised minutes of governors' meetings.

Inspection team

Janet Pearce, Lead inspector	Her Majesty's Inspector
Beverly Dobson	Additional inspector
Tracy Luke	Additional inspector
Colin Money	Additional inspector
Carolyn Steer	Additional inspector

Full report

Information about this school

- Rosebery School is an all girls' 11–18 comprehensive school. It is larger than the average secondary school.
- The school converted to academy status in December 2011, keeping the same name as the predecessor school. At the last inspection the school was judged to be good.
- The school is popular in the local area and is considerably oversubscribed. The school offers a small number of additional places for students with particular aptitude in music.
- The majority of students are White British, with a small number of students who speak English as an additional language.
- The proportion of students supported through school action, school action plus or with statements of special educational needs is well below that in other schools.
- A small number of students are eligible for the pupil premium (additional funding from the government). The proportion is well below the national average.
- A very few students attend alternative courses at a local further education college and local education centres.
- The school meets the government's current floor standards which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of teaching that is at least good for all student groups by:
 - making better use of information about students' ability and current results to plan challenging lessons for all students, including more opportunities for students to participate actively
 - improving the quality and consistency of marking and written feedback.
- Strengthen leadership at all levels by:
 - ensuring that all middle leaders become experts in checking and improving the quality of teaching and pace of progress for all students in their subject areas
 - increasing the capacity of the senior leadership team so that roles and responsibilities are manageable and can be sustained.

Inspection judgements

The achievement of pupils is good

- Students attain results at GCSE and A level which are significantly above the national average. Students make at least good progress in most subjects.
- The school has a policy of early entry in mathematics for selected groups of students. This has proved to be a successful approach in that students make outstanding progress and attain results that are well above the national average, including at the higher grades.
- Students achieve exceptionally well at AS level. However, this progress is not sustained at A level, where performance is strong, but not exceptionally so.
- Not all students make rapid progress in lessons when the teaching is less effective. Students are not always pushed to take the initiative or ask challenging questions to improve their learning.
- Students in all year groups enjoy reading and read widely. In the sixth form students benefit from excellent guidance about extra reading to enhance their studies and prepare them for university entrance.
- The school has a strong literacy and numeracy policy and this is evident in students' work and in displays in classrooms to support learning. Students are able to read, write and communicate fluently and accurately.
- The very small number of students who attend alternative courses at local education centres and a further education college make good progress.
- The average point scores (based on GCSE results) of the small number of students who are eligible for the pupil premium compare favourably with national figures, but are below those of other students in the school.
- Students known to be eligible for the pupil premium and those students who enter the school with average and below average results do not make as much progress as other students in the school, particularly in English.

The quality of teaching is good

- Most teaching is consistently good. Teachers have good subject knowledge and plan lessons that interest students. Students want to learn and have confidence that their teachers will help them to progress.
- In the most effective lessons teachers use questioning skilfully to elicit detailed responses from students and to make them think deeply and use evidence accurately. In these lessons students are encouraged to ask challenging questions themselves. Teachers expertly achieve the right balance between allowing enough time for students to think and explore ideas and maintaining a brisk pace of activities to ensure outstanding progress. In less successful lessons students find questions too obvious or easy and sometimes students are not clear about what is being asked of them.
- In successful lessons students are adept at evaluating their work objectively and in detail. For example, in a physical education lesson students worked in small groups to evaluate their attack and defence positions in netball. They all contributed enthusiastically but seriously and their skills improved immensely. In less effective lessons, teachers talk too much and do not provide enough opportunities for students to participate actively.
- Relationships between teachers and students enrich teaching. In the best lessons teachers present topics and resources in a lively and engaging way and students respond enthusiastically and energetically. In an outstanding mathematics lesson the teacher encouraged students to set themselves high targets and tackle the more difficult questions that may have seemed beyond their ability. They worked with total commitment, the atmosphere was purposeful, pace was rapid and the students reported that they enjoy the subject 'because it's fun'. In less than good teaching the lessons move at a pace that is too slow and students become passive and do not

take enough responsibility for their own progress.

- In good or better lessons teaching assistants are used effectively to support and challenge students who need additional help. Students who are supported at school action, school action plus or who have statements of special educational needs are fully integrated into all lesson activities and gain skills and confidence.
- There is some variation in the quality of marking and written feedback. Some marking is in line with school policy and improves progress because students respond to the teacher's comments. Other students' work is less well marked and students are not given clear advice about what they need to do to improve.

The behaviour and safety of pupils are good

- Students' behaviour is consistently good and often outstanding. Students enjoy being at school and are calm and orderly when moving around the school site. The school expects high standards of behaviour and students generally respond well to these expectations.
- Attendance and punctuality are generally excellent and improved checking of attendance has reduced absence of particular groups that had previously caused concern. Exclusion and removal from lessons are rare.
- Students have a good understanding of how to keep safe and manage risk. Students are completely confident that bullying rarely occurs and that teachers take prompt and effective action if any bullying is reported. Students feel safe and happy in the school.
- Relationships between staff and students are respectful and warm. Students appreciate the extra support and care they receive in the school and show excellent leadership skills themselves as prefects and mentors.
- Students told inspectors that occasionally there was behaviour that required improvement in lower ability teaching sets. This was confirmed in a very few lessons observed by inspectors when teaching did not interest or motivate the students. There is an effective system in place to manage students' behaviour, with a clear sequence of sanctions. However, in a very few lessons teachers are not skilled in using the established behaviour management system.

The leadership and management are good

- The headteacher demonstrates a relentless determination to focus on continuous improvement in the quality of teaching. She recognises that in the past some teaching has been complacent and students have attained good results but not made outstanding progress. This commitment to improving teaching has resulted in better progress over the last three years, but a period of significant change in senior leadership roles has meant that the pace of change has not been fast enough.
- The headteacher and senior leaders have undertaken significant work over the last two years to improve teaching by introducing some highly effective approaches and guiding principles for classroom teaching, supported by an impressive range of coaching opportunities and training. There is a very helpful teaching and learning bulletin which is used as a way of sharing excellent practice and innovative ideas. Key senior leaders are driving this initiative and although this is having a visible impact on the quality of teaching in many areas, these approaches are not yet consistent across the school for all students.
- Senior leaders check teaching and the work of subject leaders regularly and thoroughly throughout the year, and when teaching needs improvement swift and supportive action is taken so that teachers can improve their practice. School leaders can point to specific teachers whose performance has improved following the effective coaching programme.
- The school offers a range of mainly academic subjects at GCSE and in the sixth form, which suits most of the students very well. The small number of students who study vocational courses such as health and social care make good progress and enjoy their studies. Senior leaders regularly review the range of subjects offered and plan programmes and pathways to suit the groups of

students in the school.

- The headteacher is passionate about providing opportunities for students to develop their social and moral consciences. Students are encouraged to do charity work and to lead and manage competitions and festivals. There are regular events throughout the school year, for example cheerleading competitions, Easter festivals, fashion shows, recitals and concerts, which help to promote cultural awareness and give opportunities for students to shine.
- Governors, the headteacher and senior leaders ensure that teachers have challenging targets to meet in order to progress through the teachers' pay scales. If teachers do not meet their targets there is clear evidence to show that they have not been rewarded with pay increases.
- The school benefits from the support of an external school improvement consultant who demonstrates a thorough understanding of the school's strengths and areas for improvement and has supported the school in its focus on improving teaching and increasing the accountability of middle leaders.
- Students who attend alternative courses at education centres or the local further education college are checked for attendance but their progress has not been monitored closely enough. Health and safety arrangements for these students meet all statutory requirements.
- School leaders have accounted for the use of the pupil premium funding to improve the progress of students entitled to additional support. One-to-one tuition, the provision of laptops and time with support staff have had a positive impact on students needing additional help, but have not been sufficiently focused on improving progress and achieving academic targets.
- Safeguarding arrangements meet all statutory requirements.
- **The governance of the school:**
 - Governors are astute, ambitious and knowledgeable about the school. They have supported the school loyally and practically throughout the recent period of change in the senior team. Governors visit the school frequently and have seen the drive to improve teaching in action in the classroom. They demonstrate a good understanding of current measures of attainment and progress. Governors set the headteacher challenging targets and are fully involved in performance management procedures for all staff. They ensure that teachers only move up the pay scales if their students make at least the expected progress. Governors fully understand their responsibility regarding the use of the pupil premium funding to secure progress for eligible students and challenge the school to improve results for these students.

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	137736
Local authority	Surrey
Inspection number	403714

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

Type of school	Academy converter
School category	Maintained
Age range of pupils	11–18
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	1,460
Of which, number on roll in sixth form	275
Appropriate authority	The governing body
Chair	John Strutt
Headteacher	Sarah Mackintosh
Date of previous school inspection	18 September 2007
Telephone number	01372 720439
Fax number	01372 749219
Email address	info@rosebery.surrey.sch.uk

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