

# Rosebank Primary School

Burley Road, Leeds, West Yorkshire, LS3 1JP.

**Inspection dates** 12–13 February 2013

<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.

- Most pupils are achieving well.
- Children in Nursery and Reception have a successful start to school and make good progress.
- Good progress continues from Years 1 to 6 and attainment by the end of Year 6 is close to average.
- Teaching is good with examples of outstanding practice.
- Teachers successfully relate learning to life experiences.
- Teachers convey clear expectations of learning and establish strong relationships with pupils.
- In most lessons, teachers set demanding tasks which help all groups of pupils to progress well.
- Pupils show a keen interest in their learning. Good attitudes and positive behaviour support their learning well.
- In some classes, pupils demonstrate outstanding attitudes and behaviour.
- Pupils feel safe and well cared for by staff.
- The headteacher provides good leadership and educational direction.
- Other key leaders, governors and the local authority have played a valuable role in improving the school.
- Since the last inspection, pupils' achievement and teaching have improved from satisfactory to good.

### It is not yet an outstanding school because

- Occasionally, teachers set work which is not well suited to pupils' abilities, especially the more able.
- Pupils do not always have sufficient time to respond to teachers' marking.
- Pupils' writing in other subject areas is not always as good as that in English lessons.

## Information about this inspection

- The inspectors observed teaching and learning in 17 lessons or part-lessons.
- They held discussions with the headteacher, staff, a representative from the local authority, governors and pupils.
- Very few parents responded to the on-line questionnaire (Parent View) but the results of the school's own parental survey were analysed.
- Inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

## Inspection team

Derek Watts, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- Pupils come from a wide range of ethnic groups. Over a third of the pupil population are of Pakistani heritage and this is the largest group.
- About two thirds of the pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or a statement of special educational needs is also average.
- A high proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed services.
- The number of pupils who join and leave the school, other than the normal starting and leaving points, is much higher than average. A number of pupils join with little or no English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of outstanding teaching and ensure that all teaching is at least good by making sure that:
  - teachers always set tasks at the right level for pupils of all abilities, particularly for the more able
  - pupils have good opportunities to respond to improvement points identified in teachers' marking.
- Extend the opportunities for pupils to write detailed and extended pieces in subjects other than English.

## Inspection judgements

### The achievement of pupils

is good

- Since the last inspection, pupils' achievement has improved from satisfactory to good.
- Children enter the Nursery with knowledge and skills much lower than those typically expected for their age, particularly in communication and language skills. They make good progress in the areas of learning because of effective teaching and the interesting range of activities offered.
- Good progress continues through the school and by the end of Year 6, attainment is now close to the national average.
- Pupils who join the school in the Nursery and remain until Year 6, tend to reach higher standards than those that are only at the school a short while. Nevertheless, new arrivals including those with no English, receive good support and many make good progress, particularly in acquiring language skills.
- Most disabled pupils and those who have special educational needs make similar progress to their peers because of good teaching and the guidance and support that they receive.
- Effective use is made of additional funding to teach and support the pupils who are known to be eligible for the pupil premium. Records show that the school is narrowing the gap in attainment between pupils known to be eligible for free school meals and those who are not.
- The more-able pupils usually make good progress in lessons. Just occasionally, tasks are too easy and their rate of learning slows down.
- Staff rightly place much emphasis on developing language skills. Pupils make good progress in acquiring and applying speaking and listening skills. This is because of well-planned opportunities for them to discuss their learning in pairs or small groups.
- Pupils make good progress in reading. They benefit from the well organised and effective programme for the teaching of letters and the sounds they make. Pupils are successfully encouraged to read widely at school and at home. Older pupils are effectively acquiring and applying the more advanced reading skills such as deduction and inference.
- The school has strived to improve pupils' writing. Pupils write for different purposes. Their writing is often interesting and imaginative. Grammar, punctuation and spelling have improved. There are some good examples of pupils applying their writing skills in other areas. However, this good practice is not consistent across the school and so pupils' writing in areas such as geography, history and science is not always as good as it is in English.
- Pupils make good progress in mathematics and apply their numeracy skills well to new situations. Pupils in Year 2 successfully investigated the properties of two and three-dimensional shapes. In Year 3, pupils used their measuring and recording skills well to design and make a delicious fruit cocktail from a range of tropical juices.

### The quality of teaching

is good

- Improvements to teaching have led to good achievement for pupils.
- There are examples of outstanding practice. In outstanding lessons, pupils were inspired and motivated by the teachers' enthusiasm and subject expertise. They responded extremely well to the high expectations conveyed and rose to the challenge of the interesting tasks provided. Pupils in Year 6 made excellent progress in interpreting time line graphs. Pupils in a Year 3 class and those in a Year 3 and 4 made rapid gains in writing clear instructions on how to make a fruit cocktail drink. They were productive and took great care and pride in their work.
- Teachers successfully promote pupils' spiritual, moral, social and cultural development. They create a positive classroom atmosphere for pupils to learn. Through their teaching, teachers successfully foster qualities such as resilience, respect, resourcefulness and reflection.
- In Nursery and Reception classes, children are provided with an interesting range of activities inside and outdoors. There are good links between indoor and outdoor learning. Children have good opportunities to explore and learn on their own.
- Lessons have a clear purpose and so pupils understand what they are expected to learn.
- Essential reading skills are effectively taught through a well-structured programme. The teaching of writing has also improved. For example, teachers successfully manage discussions which

generate ideas for writing. They promote vocabulary well and demonstrate effectively to pupils how to create interesting sentences.

- In most lessons, teachers make effective use of the information about pupils' attainment to plan their teaching and to match activities to pupils' different abilities. As a result, pupils are challenged well and make good gains in acquiring knowledge and deepening their understanding. Occasionally, teachers set tasks that are too easy for the more-able pupils and so they do not progress as well as they should.
- Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help with language and literacy.
- The marking of pupils' work effectively acknowledges strengths in a piece of work and provides helpful comments on how it could be improved. Pupils do not always have sufficient opportunities to respond to the marking by making corrections and upgrading their work.

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

- The school has successfully maintained and built on the good behaviour and safety reported in the last inspection. Parents state that their children are safe, well looked after and that the school promotes good behaviour. These positive views reflect the inspection findings.
- Children in the Nursery class settle well into the school because of the warm and positive atmosphere created by adults. They enjoy the activities offered and they learn and play well with the other children.
- Across the school, pupils show enthusiasm and interest in their learning. They are courteous, cooperative and relate well to others. They show consideration and respect for others and a good understanding of different cultures and faiths. Pupils are well behaved in lessons and around the school.
- In Year 3, Year 6 and in a Year 3 and 4 class, pupils' attitudes to learning and their conduct were exemplary.
- The school's clear record of incidents show that behaviour is typically good over time.
- Pupils have a good understanding of bullying and the different forms it can take, including persistent name-calling, physical bullying and cyber-bullying. They know what to do should bullying occur. Pupils reported to an inspector, 'There is not much bullying here'. They were confident that bullying would be swiftly dealt with should it occur.
- Attendance has improved and is now broadly average because of the effective action taken by the school. Attendance levels are adversely affected by families taking extended leave abroad.

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

- The headteacher provides good leadership and educational direction for the school. With her staff, she has created a positive and purposeful school environment for pupils to learn and develop.
- Leaders and staff show commitment and determination in doing the best for pupils. Key leaders play an effective part in checking performance and improving their area of responsibility.
- The school's work is systematically and thoroughly checked. As a result, senior leaders and governors have an accurate overview of the school's strengths and areas for improvement. Planning and actions taken to bring about improvements have been successful.
- Rosebank shows a good capacity to improve. Since the last inspection, pupils' achievement and the quality of teaching have improved from satisfactory to good.
- The local authority has provided effective support in helping the school move forward.
- Good emphasis is placed on strengthening teaching and learning. Senior leaders observe classroom practice and provide constructive feedback to teachers. A productive partnership with a local outstanding school has led to the sharing of teaching practice which has benefited both schools.
- The school has also established a strong partnership with four other local schools. Expertise and

skills among the schools has been shared and utilised to broaden the experiences for pupils.

- Procedures for assessing and developing staff work well. Targets set to help staff improve their practice are well linked to pupils' progress and to the school's improvement priorities. Good training and support have contributed to the good teaching now evident.
- Staff promotion and salary decisions are well linked to a teacher's responsibilities and the progress that pupils make.
- An interesting range of subjects and topics are provided to promote good achievement and enjoyment for pupils. Useful links between subjects add meaning and relevance to pupils' learning. However, opportunities for extended writing in different subject areas are sometimes missed. A good range of additional clubs and visits enrich the curriculum.
- All pupils have full access to all activities provided and the staff strive to ensure that different groups of pupils do as well as they can. Discrimination is not tolerated in any form.
- Pupil premium funding has been properly planned and allocated. Additional support has been provided to help eligible pupils who are at risk of falling behind in literacy.
- The school's own survey shows that most parents are very pleased with the education and care provided for their children. The school works hard to help parents to support their children's learning. For example, successful language workshops are provided for parents whose main language is not English.

■ **The governance of the school:**

- Governance has improved since the last inspection. Members of the governing body possess a wide range of expertise and skills. These are effectively used to benefit the school. Governors have a good understanding of the school's performance and how it has improved. They have a clear overview of pupils' attainment and progress and how these compare to schools nationally. Governors also have an accurate view of the quality of teaching. This good knowledge of the school enables them to challenge the school and hold it to account. Governors understand recent requirements relating to management of staff performance and ensure that pay and promotion are linked to pupils' progress. They check how the pupil premium funding is spent and the impact the actions have on pupils' progress. Good development and training contribute to governors' effectiveness. Governors ensure that all safeguarding procedures meet requirements.

## 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>	107891
<b>Local authority</b>	Leeds
<b>Inspection number</b>	400946

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>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patricia McKinney
<b>Headteacher</b>	Gill Young
<b>Date of previous school inspection</b>	19 May 2010
<b>Telephone number</b>	0113 243 3497
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