

Scawsby Rosedale Primary School

Emley Drive, Scawsby, Doncaster, South Yorkshire, DN5 8RL

Inspection dates

8–9 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- As they move up through the school, pupils do not always make the progress that is expected. As a result they do not all achieve well enough.
- Progress tends to be weakest in writing and mathematics.
- Teaching is too variable and not enough of it is good or better.
- There is often not enough difference in the work set for different groups of pupils. This means it is too easy for some and too hard for others.
- Teaching assistants' skills are not always used to the full during lessons.
- When pupils' books are marked, teachers' comments are often not helpful enough. Pupils are not told exactly how they can improve their work.
- The speed with which its leadership and management are moving the school forward is hampered by the way their plans are set out. It is not always clear precisely how long different actions should take or what they are intended to achieve.

The school has the following strengths

- Pupils often achieve well in reading.
- Children in the Early Years Foundation Stage and pupils attending the ARC achieve well.
- Teaching is often good and it is occasionally outstanding. Pupils' learning speeds up during these lessons.
- Behaviour is good and pupils feel safe in school.
- Most pupils attend school very regularly.
- The curriculum pays good attention to pupils' personal development. They are proud that during Key Stage 2 they all learn to play four different musical instruments.
- Leaders, managers and governors know their school well and have identified what needs to be done in order for it to improve.
- There are clear signs that steps taken by leaders are already starting to improve pupils' achievement.

Information about this inspection

- The inspectors observed 12 lessons. Two of these were observed jointly with the headteacher.
- Meetings were held with staff, groups of pupils, members of the governing body and a representative of the local authority.
- A variety of documents were looked at including: information about pupils' progress, behaviour and attendance; samples of work in literacy and mathematics; the school's plans for its future improvement and a number of key policies.
- The 21 responses to the online questionnaire (Parent View) were taken into account in addition to the outcomes of the school's own questionnaire of 2012.

Inspection team

Rosemary Eaton, Lead inspector

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average and has increased since the previous inspection.
- The proportion of pupils known to be eligible for the pupil premium is broadly average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- A specially resourced provision for pupils with speech, language and communication difficulties including autism is managed by the school. This is known as the ARC (Additionally Resourced Centre). It caters for up to 10 children aged 3 to 7.
- The headteacher and five of the nine teachers have been appointed since the previous inspection.

What does the school need to do to improve further?

- Improve teaching so it is consistently good or better by ensuring that:
 - teachers plan work that is closely matched to what different groups of pupils need to learn next
 - during every lesson the skills of teaching assistants are used fully in order to support pupils' learning
 - marking informs pupils exactly what they need to do in order to improve.
- Increase the rate of pupils' progress in writing and mathematics by:
 - ensuring that there is a sustained emphasis on improving pupils' ability to calculate
 - providing more opportunities for pupils to use their mathematical skills to solve problems in mathematics lessons and during work in other subjects
 - checking that pupils pay closer attention to spelling, punctuation and grammar when writing.
- Improve leadership and management by ensuring that plans for improving the school set out:
 - exactly what each action point is intended to achieve
 - precise timescales within which each planned action must be completed.

Inspection judgements

The achievement of pupils

requires improvement

- 2012 saw a steep decline in Year 6 pupils' attainment. The school's national test results placed it in the bottom 20% of schools in writing and mathematics. To some extent this can be explained by changes in the pupil population.
- However, there was a similar downturn in pupils' progress. The proportion of pupils making the progress expected in English and mathematics fell sharply.
- The school's records of pupils' progress, the work in their books and observations of lessons give clear indications that achievement is picking up again. This is because leaders have taken steps such as providing teachers with more guidance about teaching pupils to calculate in mathematics.
- Nevertheless, during Key Stages 1 and 2, progress from pupils' starting points is too erratic. It tends to be slowest in lower Key Stage 2 and to be fastest in reading. Leaders have correctly identified progress in writing and mathematics as priorities for the school to improve.
- Children typically join the Nursery class with skills that are below those expected for their age. They do well during the Early Years Foundation Stage, although not all children develop the skills expected at the end of the Reception Year.
- Pupils of all ages enjoy books and reading. They make good progress in learning about the sounds made by letters (phonics) and use their skills well to tackle unfamiliar words. Teachers make sure that pupils' reading books are at the right level of difficulty and provide plenty of opportunities for them to practise reading and improve their understanding of what they read.
- Pupils do not always pay enough attention to spelling, punctuation and grammar when writing. Some Year 6 pupils make careless mistakes such as starting sentences with 'And...', writing 'cats' instead of 'cat's' and 'wot' for 'what'.
- In mathematics, pupils' calculation skills tend to be weak. They find it hard to recall facts such as times tables. This slows them down when they attempt to solve mathematical problems.
- In the mainstream of the school, the progress overall of disabled pupils and those with special educational needs requires improvement. However, pupils supported at school action plus or with a statement of special educational needs sometimes make faster progress. The involvement of outside agencies and a range of special programmes of work help to account for this.
- The achievement of pupils supported through the pupil premium requires improvement. The progress they make is similar to that made by other pupils in the school. However, in 2012, the attainment of Year 6 pupils known to be eligible for free school meals was two years behind that of others in their year group. This was so in both English and mathematics.
- The school strives to provide pupils with equality of opportunity and its inclusive nature is without question. Leaders and governors are looking closely at the way in which the pupil premium is spent in order to narrow the gap in attainment as quickly as possible.
- The pupils attending the ARC make good progress. They often move on to mainstream schools to continue their education. Good teaching and staff's success in improving communication and social skills is central to pupils' good all-round achievement.

The quality of teaching

requires improvement

- Leaders are tackling weaknesses in teaching and there are signs of improvement. However, there is still too much variation, including in literacy and numeracy teaching, and not enough good or outstanding teaching. Teaching in lower Key Stage 2 tends to require most improvement and this is why pupils in these classes typically make slower progress.
- There are now plenty of chances for pupils to carry out calculations in mathematics lessons but teachers do not provide sufficient opportunities for them to use these skills to solve problems in mathematics and other lessons.

- Teachers gather a deal of accurate information about the levels at which each pupil is working. Sometimes this is used well to set different work for particular groups of pupils, enabling them all to move their learning forward. Too often though, the same task is set for all. During these lessons, the more-able pupils do not have to try hard while the less able struggle to keep up.
- In the best lessons, teaching assistants support pupils' learning well. They have clear roles to play and are well-informed about what pupils are to achieve. On other occasions, their skills are not used efficiently. Typically, this occurs when the class is taught as a whole and teaching assistants observe teaching and learning rather than contributing to either.
- There is some evidence of some good, helpful marking. However, in the main, teachers' written comments are vague and do not inform pupils what they need to do to improve their work. Sometimes comments, such as 'remember full stops' are repeated again and again. Pupils may be asked to make corrections, but teachers do not insist that their advice is followed. All this means that marking is not doing enough to help pupils make at least good progress.
- Most teachers use questions effectively to encourage pupils to think and to put their ideas into words. This is a strong feature in the Early Years Foundation Stage and is one reason why the children achieve well. For example, children in the Reception Year made good progress in response to the teacher's probing questions during an activity involving adding money.
- Pupils attending the ARC are taught well. Methods are chosen carefully with each pupil's special educational needs in mind. For example, the language used by staff is often restricted, so pupils are able to identify more easily what is expected of them. Planning for lessons is meticulous as is the recording of each pupil's learning.

The behaviour and safety of pupils are good

- Pupils are keen to learn. They volunteer to answer questions and work well together. Lessons usually run very smoothly and staff nearly always manage pupils well. Just occasionally, staff do not insist on the highest standards of behaviour the school expects.
- Older pupils act as playground leaders and help to make sure that all can enjoy their playtimes. Any problems are usually linked to over-exciting football games.
- Pupils who find it hard to control their own behaviour owing to social and emotional difficulties are supported and make good progress in learning to cope with their feelings.
- Records confirm pupils' view that bullying is unusual. Pupils know that they should report any concerns and are confident that problems would get sorted out quickly.
- Pupils feel safe in school. They remark that it is 'a really happy place' with 'kind and caring friends and adults'. Those new to the school are welcomed and soon settle in.
- Pupils are taught how to keep themselves safe, for example, when using the internet or mobile phones.
- Attendance is above average. Pupils are seldom away unless they are ill.

The leadership and management requires improvement

- The headteacher, strongly supported by the senior team, is making sure that teaching and achievement are starting to improve. Teachers are using some shared approaches, for example, to teaching calculation. As a result pupils are beginning to make more rapid progress. However, leadership requires improvement because the pace of school improvement is not yet fast enough.
- The plans for improving the school are rightly focused on a few key priorities. These have been decided after careful checks on the quality of teaching and pupils' progress. It is hard to be sure though that the action points set out in the plans are being achieved, because too long is allowed for the work to be done. Again, it is not clear how leaders and governors are to measure the success of the actions and their impact on pupils' achievement.
- A range of systems, involving all those with leadership roles, provide an accurate view of the school's strengths and what needs to be improved.

- The arrangements for managing staff are well organised with clear links to performance, salaries and responsibilities. A range of training is provided for individuals or offered to all staff.
- The curriculum promotes spiritual, moral, social and cultural development particularly effectively. Music, a strong feature, and assemblies encourage pupils to consider issues such as diversity. Pupils appreciate the visits that help them to get to grips with topics such as the Second World War.
- The ARC is led and managed well, as are the programmes organised for disabled pupils and those with special educational needs in the mainstream of the school. The deputy headteacher checks carefully that these pupils are benefiting from the arrangements made, for example, to boost their self-esteem.
- Safeguarding arrangements meet government requirements. Staff training is comprehensive and recording is thorough. The governing body plays an active role, for example, by checking that the plans to minimise risks during school visits are carried out.
- Despite having some concerns about the school's performance, the local authority has provided minimal support for the first two terms of this year. Recently, enhanced support has been offered and is being welcomed by the school.
- **The governance of the school:**
 - Governors' realistic view of the school's performance is obtained by first-hand observations as well as by receiving reports and looking at data. They have a detailed overview of the outcomes of national tests and of the progress being made by current pupils. Their knowledge of the quality of teaching in different parts of the school led governors to refine the school's priority areas for development. Governors are clear about how staff are managed and decisions made about salary progression, and the nature of support for weaker teachers. They are concerned that the allocation of the pupil-premium funding has not narrowed the gap in attainment between pupils known to be eligible for free school meals and others in the school. Governors are currently looking closely at how other schools have achieved this, and which approaches have been most successful.

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	106721
Local authority	Doncaster
Inspection number	411795

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Peter Allen
Headteacher	Julie Hussey
Date of previous school inspection	15 April 2008
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