

Rosehill Infant and Nursery School

Reginald Street, Derby, DE23 8FQ

Inspection dates 15–16 May 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.

- Most pupils make good progress and achieve well from the time they join the school. They get off to a flying start in the Early Years Foundation Stage.
- Teaching is good because teachers plan in detail what the pupils will learn and ensure that pupils understand what they should do.
- Teaching assistants boost pupils' achievement because they support individuals or guide the learning of small groups of pupils very well.
- Pupils say they enjoy school and feel safe and cared for well. Parents agree with this view.
- The behaviour of pupils is good because they work hard and respond well to the high expectations of staff.
- The executive headteacher offers creative yet uncompromising leadership.
- The school is continuing to improve at a fast rate. Improved teaching is having a good impact on pupils' achievement. Rapid progress has been made in dealing with issues from the previous inspection.
- The governing body makes an excellent contribution to leadership. The expertise developed over the last two years has meant that governors have made very effective decisions.

It is not yet an outstanding school because

- More-able pupils do not make as much progress as they could do because they are not always challenged.
- Pupils do not write enough longer pieces of work.
- Pupils are not always given the opportunity to respond to teachers' marking.
- Some subject leaders are not yet fully involved in checking pupils' progress.

Information about this inspection

- The inspectors took account of the school’s procedures for safeguarding and gaining an accurate view of its performance. They looked at the development plan, records of lesson observations, targets set for teachers, and documents that track pupils’ progress.
- The inspectors observed eight lessons, three jointly with the executive headteacher and one with the assistant headteacher. In addition, the lead inspector and executive headteacher made short visits to a further four lessons. The inspectors listened to pupils read and examined pupils’ work in books.
- The inspectors held discussions with staff from both this school and the federation.
- The lead inspector met with the lead inspectors of the other two schools in the federation, the Chair of the federated Governing Body and five other governors. She also met with a representative of the local authority.
- The inspectors spoke with pupils and took account of 17 responses from the on-line questionnaire (Parent View).

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Marian Driver

Additional Inspector

Full report

Information about this school

- The school is smaller than average
- The large majority of pupils are of Pakistani heritage.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those with educational needs supported through school action is well-below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well-above average.
- The proportion of students who speak English as an additional language is well-above average.
- The proportion of pupils known to be eligible for the pupil premium, additional funding for pupils known to be eligible for free school meals, those in local authority care and children from service families, is average.
- The proportion of pupils who move onto the school roll or leave the school outside normal times is well-above average.
- The school entered into a hard federation with two other neighbouring schools in September 2010. The headteacher of Rosehill assumed the additional responsibility of executive headteacher of the federation in April 2013.

What does the school need to do to improve further?

- Improve the quality of pupils' writing and the achievement of more-able pupils by ensuring that:
 - more-able pupils are always given demanding enough work to do
 - pupils are given more opportunities to write longer pieces of work in all subjects
 - pupils always have the opportunity to respond to teachers' marking.
- Improve the effectiveness of leadership and management by developing the role of all subject leaders so that they can contribute more fully to the monitoring of pupils' progress.

Inspection judgements

The achievement of pupils is good

- The knowledge and skills of the children who enter the Nursery are in the main well below those which are typical for their age, especially in language and emotional development.
- The large majority of pupils make good progress, and standards have improved over the last three years. Standards have moved from significantly below average to broadly average in reading, writing and mathematics at the end of Key Stage 1.
- Children get off to an excellent start in the Nursery and Reception classes and children enter Key Stage 1 with standards just below average. For example, children in the Nursery soon feel happy and develop their understanding and language skills very well.
- Since the last inspection, too few pupils have reached the higher levels especially in writing.
- Disabled pupils and those who have special educational needs make good progress because skilful support for their learning needs, coupled with the nurturing environment of the school, is very effective.
- The teaching of reading is effective because teachers are skilled in teaching pupils phonics (the sounds that letters make). All staff contribute to listening to pupils read which means that pupils receive the individual attention they need to learn well.
- Achievement in writing, although good, is not as strong as achievement in other areas. This is because pupils do not spend enough time using and developing their writing skills in all subjects or writing at length.
- Pupils known to be eligible for the pupil premium now make similar progress to their peers. They have accelerated their progress by an additional term during the last year. This is because teachers make sure that additional funds are spent on exactly the right activities that make the most impact on their achievement.

The quality of teaching is good

- Teaching has improved since the last inspection and it is now consistently good. Some is outstanding. This is because senior leaders, and subject leaders for English and mathematics from within the federation, have focused well on raising pupils' achievement. Leaders provide effective training and support for staff so that they improve their skills well.
- Where teaching is outstanding, teachers' expectations are very high, the pace of learning is brisk and probing questions extend pupils' thinking very effectively. In these lessons, pupils spend the majority of the lesson in small groups working on tasks at just the right level of challenge. For example, in an English lesson pupils developed their knowledge of the Victorian seaside and quickly began writing information sentences at the highest level of their ability.
- In less-effective lessons pupils spend too much time waiting for others to answer questions to which they already know the answers.
- In the best lessons, pupils respond to the challenge presented by teacher's marking. However,

occasionally pupils do not get the opportunity to make a response and so their achievement is not promoted as a result.

- Sometimes, pupils are inspired by the way stories are read to them and this means that they learn exceptionally well. For example, the very youngest children participated in a story about a spider with great anticipation. They held their breath as the climax of the story was reached and offered a range of suggestions using excellent vocabulary about what was going to happen next.
- Teaching assistants support disabled pupils and those who have special educational needs very well. They also boost the teaching of reading and help with sporting activities.
- Occasionally, some teaching is less effective because simple checklists for achieving set objectives sometimes limit the expectations of what more-able pupils can achieve. On these occasions, more-able pupils are not given enough scope to be as independent in their learning as they could be. When this happens, more-able pupils have not been given sufficiently demanding learning.
- Most parents who responded to the on-line questionnaire (Parent View) agree that their children are well taught.

The behaviour and safety of pupils are good

- The school offers a caring, friendly environment where all pupils behave well. Their good behaviour and attitudes help to sustain the school's welcoming, family atmosphere. Pupils' relationships with one another and with staff are strong.
- Pupils have a good awareness of how to stay safe when, for example, they learn about how to use the internet safely.
- They are clear about the different forms of bullying and reflect on the impact of their actions on themselves and others. Playground 'buddies' regularly take care of younger pupils and the school council members say they are actively involved in making sure that bullying does not take place.
- There are very few incidents of unacceptable behaviour because staff manage behaviour well. Any incidents that do occur are recorded in detail and taken seriously by governors and senior staff. Discrimination of any kind is not tolerated.
- An overwhelming number of parents who responded to Parent View agreed that their children feel happy at school and most agreed that behaviour is good.
- Attitudes to learning are usually good and contribute well to achievement. However, where teaching does not fully challenge or inspire pupils or they are not involved in their own learning, they lose concentration or become passive.
- Attendance has improved well over the last year and is now broadly average as a result of the good work done by the school.

The leadership and management are good

- The executive headteacher gives the school creative, yet uncompromising, leadership. She is ably supported by a talented assistant headteacher. The executive headteacher also makes a significant contribution to the effectiveness of the other schools in the federation. The checking of the school's performance is accurate, detailed and clear about what needs to be improved. All the issues raised at the last inspection have been dealt with successfully.
- The school's partnership work contributes very strongly to the school's effectiveness. Highly effective links across the federation have led to rapidly improved outcomes for pupils. Leadership has been strengthened considerably by sharing responsibilities between several highly effective senior leaders in different schools. However, not all subject leaders are fully confident with the use of information about pupils' progress to identify priorities for improvement.
- Leaders and governors are very ambitious for the school and work hard to serve both the school and the very diverse community in which the school sits. This is reflected in the challenging targets they set and in the very effective partnerships created with families and the local community.
- Leaders promote and check the equality of pupils' opportunities well. For example, the pupil premium is used very effectively to speed up the progress of eligible pupils. However, at times more-able pupils do not make the progress they are capable of because they are not always given sufficiently demanding work.
- Topics and the wide range of activities capture pupils' enthusiasm and are well suited to the needs of pupils. Topics make sure that pupils build on their understanding of spiritual and cultural ideas as they move through school. However, activities do not always allow pupils to write at length about these.
- All parents who responded agree that the school is led and managed well and all of them would recommend the school to another parent.
- The local authority has recently supported the school well by the allocation of an expert to support the federation to further develop the skills of senior staff. This is beginning to have a good impact on school improvement.
- **The governance of the school:**
 - The governing body has rapidly improved its effectiveness in holding the school to account over the past two years. As a result, good appointments have been made to senior positions, funding is used effectively and standards are rising. Frequent visits to the school give governors an understanding of strengths and weaknesses and pupils' achievement. The governors support and challenge the school effectively. A good structure of committees ensures that governors' work is carried out efficiently. They have a clear picture of teaching quality, and understand how targets are set for teachers and how the school deals with any under-performance. Governors ensure that salary increases are linked to the progress made by pupils, teaching quality and responsibilities. They have made good decisions over the spending of the pupil premium and this is having a very positive impact on those pupils' progress. Governors check the impact on pupils' progress carefully to ensure best use of this funding. They have a genuine interest in creating a harmonious and diverse community in and out of school, involving a wide range of faiths and cultures. The governing body makes sure that all national requirements, including those for safeguarding, are met.

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	112733
Local authority	Derby
Inspection number	405420

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Shayad Mahmood
Headteacher	Helen Kelk
Date of previous school inspection	14 October 2010
Telephone number	01332 229229
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