

Roselands Primary School

High Wood Road, Hoddesdon, EN11 9AR

Inspection dates

27–28 February 2014

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.

- The headteacher has high expectations and has worked closely with the local authority to bring about improvements.
- Standards in reading, writing and mathematics have risen steadily since the last inspection.
- Pupils make good progress as a result of good teaching and their good attitudes to learning.
- Pupils behave well and have a good understanding of personal safety.
- Phase (key stage) leaders are developing their roles well and are making an increasing contribution to the leadership of the school.
- The governing body is working effectively with senior leaders to improve standards and teaching and to ensure that the school is well placed to meet the changing needs as it increases in size.

It is not yet an outstanding school because

- Not all teachers consistently teach well. Some teachers do not sufficiently check on and extend pupils' knowledge and understanding.
- Some pupils are not given sufficient opportunities to practise their writing skills in other lessons.
- The expectations of what some pupils can achieve, particularly the more-able, are not always high enough.
- Phase leaders have yet to refine their skills in analysing and using assessment information to check on pupils' progress and to help their colleagues to teach consistently well.

Information about this inspection

- Inspectors observed 18 lessons, of which two were observed jointly with the headteacher. In addition, the inspectors made a number of shorter visits to lessons and attended an assembly. They heard some pupils in Year 2 and Year 6 read.
- Meetings were held with members of the governing body, staff, groups of pupils and a local authority representative.
- Inspectors observed the school's work and looked at a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan.
- In making their judgements, inspectors took account of the 43 responses to the Parent View online questionnaire and 25 questionnaires returned by members of staff. Inspectors also looked at the results of recent parent surveys carried out by the school.

Inspection team

David Wynford-Jones, Lead inspector	Additional Inspector
Lorraine Cullen	Additional Inspector
Liz Kissane	Additional Inspector

Full report

Information about this school

- The school is similar in size to the average-sized primary school.
- The large majority of pupils are of White British origin. The proportion of pupils from minority ethnic heritage is much lower than that found in most schools. They come from a number of different minority ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well below average. None are currently at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion identified for additional support through school action plus or with a statement of special educational needs is average.
- The proportion of pupils supported through the pupil premium is below average. This is additional government funding for pupils who are known to be eligible for free school meals, those who are looked after by the local authority, and other eligible groups.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- The school is in the process of a phased expansion. For the last three years the numbers of children entering into the Reception class have increased from 30 to 45.

What does the school need to do to improve further?

- Make teaching consistently good or better by:
 - building on and sharing more widely the good practice within the school
 - raising the expectations of what all pupils, but particularly the more-able pupils, can achieve
 - ensuring teachers challenge and extend pupils' thinking and understanding effectively
 - ensuring that pupils' writing skills are taught and consolidated in other subjects
 - making sure that teachers are consistent in the guidance they offer in their marking to help pupils improve.
- Improve the leadership of the school by:
 - refining the skills of phase leaders in analysing performance data and in using it effectively to challenge their colleagues to teach consistently well
 - reviewing the roles and responsibilities of phase and subject leaders as the school gets bigger.

Inspection judgements

The achievement of pupils

is good

- Over the last three years pupils' progress has accelerated. The vast majority are now making good progress. In some lessons, more-able pupils are not always challenged sufficiently.
- Children enter the Reception classes with skills and knowledge broadly in line with those expected for their age. They settle quickly in a safe and secure environment and develop good relationships with their classmates and their teachers.
- Since the last inspection, outcomes at the end of the Reception class have risen steadily. In 2013 the proportion reaching a good level of development was above the national average.
- Standards in reading, writing and mathematics at the end of Year 2 and Year 6 have also risen. In 2013, standards in reading, writing and mathematics at the end of Year 2 were above average. Outcomes at the end of Year 6 were above average in mathematics and writing, and average in reading.
- Although pupils eligible for the pupil premium in Year 6 reached broadly similar standards to their peers nationally they did not reach the same standards as their classmates. They were about a year behind their classmates in mathematics and in reading and a term behind in writing. More recent data suggest that this gap is closing as the pupils make accelerated progress. This is because the school has used the pupil premium funding wisely to provide additional staff and further support for literacy and numeracy.
- School data shows that pupils in the current Year 2 are on track to reach broadly similar standards in reading, writing and mathematics to those in 2013. In Year 6, standards are broadly similar in mathematics. In reading they are higher but slightly lower in writing than those reached in 2013.
- Pupils are not doing as well in writing because they were not encouraged to consolidate and extend their writing skills when writing in other subjects earlier in their school career, for example, by using conjunctions, adjectives, adverbs, similes and metaphors when writing in other subjects. To an extent, this is still the case in some classes.
- Pupils are making good progress in developing their reading skills. The proportions reaching the expected standard in the end of Year 1 reading check in 2012 and 2013 were above the national average. The vast majority are predicted to reach the expected standard by the end of this year.
- Pupils in Year 2 and Year 6 read confidently with skills above those expected for the age. Younger pupils make good use of their knowledge of the sounds that letters make (phonics) and use a range of other strategies to tackle unfamiliar words. In Year 6, pupils are fluent readers and speak knowledgeably about their favourite authors. The strategies to engage boys in developing their reading skills are proving effective as more are reading books for pleasure.
- In mathematics, pupils are developing a secure understanding of number. They use a wide range of mathematical terminology correctly and are able to explain clearly how they have arrived at the answers to various questions.
- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make similar progress to their classmates. Their progress is checked regularly

and they are given additional support to boost their progress when necessary.

- Pupils have responded well to extra opportunities funded through the sports funding grant. They have appreciated and gained from the skills of sports coaches and dance teachers. Year 5 and Year 6 pupils enjoy taking part in orienteering tasks and look forward to water-borne activities planned for later in the school year. The emphasis placed on sporting activities has helped the pupils gain a better understanding of how sports contribute to a healthy life style.

The quality of teaching

is good

- Teaching has improved since the previous inspection. Most is good. As a result, pupils are now making good progress, particularly in reading and mathematics. This is reflected in their good achievement. Teachers do not always encourage pupils to use their good writing skills in other subjects.
- Teachers regularly ask pupils how well they think they are doing and use this information appropriately to plan future lessons. Most lessons are well planned. Teachers explain the tasks clearly and offer helpful suggestions to enable pupils to complete the activity. However, the expectations of some pupils, particularly the more-able, are not always high enough.
- Teachers are confident when using information and communication technology and use it appropriately to enhance learning. They manage pupils' behaviour well and encourage them to share their ideas with each other and with the adults. This promotes their social skills and their ability to communicate clearly with others.
- Most teachers use questioning skilfully to check and develop pupils' earlier learning. Not all teachers routinely go on to confirm pupils' understanding and challenge their thinking; this can limit the progress some pupils make.
- The marking of pupils' work has improved considerably. There are many good examples of marking with pupils being given clear guidance to improve their work. This helps pupils to make rapid progress and reach their challenging targets. However, effective marking is not yet consistent in all classes.
- Teaching assistants are usually deployed effectively and provide good support. Alongside the teachers, they strive to ensure that all pupils, including potentially vulnerable pupils, pupils who speak English as an additional language, disabled pupils and those who have special educational needs, are fully included and have equal access to the same learning opportunities as other pupils.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. The vast majority of pupils apply themselves in lessons. Older pupils have a very positive attitude towards school and want to learn. This contributes to their good achievement.
- Most pupils behave well at all times. They move around the school sensibly and are polite and well-mannered in the way they speak to adults and to each other. Pupils say that incidents of inappropriate behaviour are rare. If any occur, they are dealt with fairly and swiftly by the school.

- Pupils are proud of their school. Displays and equipment are treated with respect. There is no litter. They know about different types of bullying, for example, name-calling, fighting, racial bullying, or religious intolerance.
- The school's work to keep pupils safe and secure is good. The school meets the latest requirements for safeguarding. Members of the governing body check to make certain that procedures are followed and the site is safe. Pupils know who to turn to if they are worried.
- Pupils have a good understanding of how to keep themselves safe. They are aware of potential dangers when using the internet and when taking part in sporting and adventurous activities.
- Pupils' attendance is rising steadily and is currently above average for primary schools. Better attendance and improvements in the quality of teaching are helping pupils to make accelerated progress.

The leadership and management are good

- Good leadership by the headteacher, combined with an increasingly effective governing body and team of subject and phase leaders, has led to improvements in teaching and acceleration in pupils' progress.
- Working closely with the local authority, the headteacher has systematically evaluated the school's strengths and weaknesses, revised assessment procedures, undertaken regular observations of teaching and learning and helped subject and phase leaders to understand their roles and responsibilities. Meetings with all teachers are held regularly. Challenging targets are set and teachers are asked to explain if any pupil does not make at least the expected progress.
- Staff have responded positively to the initiatives to improve their teaching. For example, they attend professional development courses and welcome support and guidance from colleagues in other schools and the local authority. Although there has been some sharing of good practice, there is scope to extend this for teachers to see what makes for the most successful teaching in the school.
- Subject and phase leaders are developing their roles well. They have a clear view of what they need to do to secure improvements and help the school improve further. This includes the importance of reviewing their roles and responsibilities as the school grows and to take on greater leadership and management responsibilities. Although phase and subject leaders have a better understanding of performance data than previously they do not use the information well enough to challenge all their colleagues to raise standards further.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils are given many opportunities to enrich their education, for example, through educational visits, playing musical instruments and taking part in a wide range of sporting and extra-curricular activities. In all classes, there is a focus on developing pupils' literacy and numeracy skills.
- The primary sports funding is being used appropriately to employ sports specialist staff, for training teachers and extending the range of after-school sporting clubs. As a result, staff are more confident in teaching a range of sports and pupils are eager to become involved.
- The local authority has provided the school with good support. Officers have undertaken regular reviews of the school's performance and supported the governors effectively in setting targets for the headteacher and improving outcomes for pupils.

■ The governance of the school:

- Governors ensure that pupils are kept safe and that the latest safeguarding requirements are met. They have a good overview of the school's strengths and weaknesses. Governors are keen to promote good relationships within the school and the local community. Discrimination of any sort is not tolerated. They now ask the headteacher searching questions about pupils' attainment and progress and regularly request updates on the implications of the increased number of pupils attending the school. Most members of the governing body have attended a range of courses to enhance their skills in checking the school's performance and in ensuring they fulfil their roles and responsibilities. They know where teaching is consistently good and where additional support is needed. Governors know how targets are set for teachers to improve, and understand the process for rewarding good teaching. Governors regularly check on the progress of the actions to tackle the priorities identified in the school development plan and monitor the school's budget appropriately. They make sure that the primary sports funding and the pupil premium allocation are spent as intended.

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	117338
Local authority	Hertfordshire
Inspection number	430584

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	251
Appropriate authority	The governing body
Chair	Christine Mitchell
Headteacher	Jane Carson
Date of previous school inspection	3 July 2012
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