

10 December 2015

Mrs Janis James  
Scawsby Rosedale Primary School  
Emley Drive  
Scawsby  
Doncaster  
South Yorkshire  
DN5 8RL

Dear Mrs James

**Special measures monitoring inspection of Scawsby Rosedale Primary School**

Following my visit to your school on 24–25 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in May 2015.

Having considered all the evidence I am of the opinion that at this time:

**Leaders and managers are taking effective action towards the removal of special measures.**

The local authority's statement of action is fit for purpose.

The school's action plan is not fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Doncaster. This letter will be published on the Ofsted website.

Yours sincerely

Jonathan Brown  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in May 2015**

- Take urgent steps to ensure all teaching and learning is at least good or better and standards in reading, writing and mathematics rise rapidly in every class for all groups of pupils, by ensuring:
  - all staff have high expectations of what pupils can achieve, including of their handwriting and presentation of work all groups of pupils learn more quickly and no learning time is lost
  - assessment information is accurate and used to ensure pupils' work is not too easy or too hard for them pupils' work is regularly marked, that marking consistently provides useful guidance to pupils on how to improve their work and that this advice is acted upon
  - teachers make activities more interesting so pupils do not become bored and distracted
  - senior leaders act quickly to eradicate any inadequate teaching.
- As a matter of urgency accelerate the pace of school improvement and increase the effectiveness of leaders, managers and the governing body, by:
  - formalising the planned link with a partnership school and ensuring the partnership helps to quickly
  - develop leaders' skills and improve the quality and consistency of teaching ensuring improvement plans are very sharply tailored to the areas of most urgent need and regular checks are made to ensure that actions taken lead to rapid improvement
  - regularly checking the work in pupils' books in every class to ensure assessments are accurate and that pupils' work quickly improves
  - providing teachers and learning support assistants with clear and detailed feedback on how well they are helping pupils learn and checking regularly to ensure that their feedback is acted upon
  - implementing with greater urgency the recommendations in the recent review of the use of pupil premium funding, in order to ensure that disadvantaged pupils make faster progress
  - swiftly improving procedures to monitor the attendance of disadvantaged pupils so they attend school more regularly
  - ensuring the governing body has the information it needs to carry out its role and that it canvasses the views of pupils, staff and parents and acts on any areas of concern.

- Improve the curriculum by ensuring:
  - pupils have more opportunities to deepen and extend their reading comprehension skills
  - all aspects of the mathematics curriculum are covered in sufficient depth in every class and pupils systematically build on these skills as they move from class to class
  - pupils are allowed to write about themes that really interest and inspire them to produce their very best written work
  - the range of subjects covered is extended so that there is full coverage of the national curriculum in every class.

## **Report on the first monitoring inspection on 24–25 November 2015**

### **Evidence**

During this inspection, meetings were held with the executive headteacher, head of school, senior and middle leaders, governors and a representative of the local authority. Inspectors visited classrooms and met with every class teacher. They also spoke with parents and pupils and looked at pupils' work.

### **Context**

Since the last inspection the school has restructured senior leadership roles and established a hard federation with Bentley High Street Primary School. New arrangements, including an executive headteacher and head of school, have been established. A new federated governing body has been constituted to bring together the two schools' governance arrangements. Several teachers have left the school and three new teachers started at the school in September 2015.

### **Quality of teaching, learning and assessment**

School leaders have had some success in improving classroom practice due to the support and training for teachers, along with monitoring systems put in place to check the quality of practice in classrooms and pupils' books. Close collaboration and working alongside teachers from the federated school has built confidence and clarity about what effective learning looks like. New teachers to the school have been supported in keeping pace with the changes. This has helped improve the pace of learning in lessons and raised teachers' expectations of what can be achieved. As a result, in most lessons, pupils engage more with their learning and know what they need to do to improve further. They welcome the greater clarity and support offered by teachers. Evidence seen by inspectors shows that more work is needed to fully embed this practice in all classrooms and challenge some pupils, especially the most able.

The new system for tracking pupils' attainment is increasingly effective in helping leaders hold teachers to account and inform the targets they set to manage teachers' performance. This, along with evidence gathered from observing teaching and looking in books, means that teachers are more accountable for how effective their teaching is in promoting learning. The use of assessment information related to the new curriculum is in its infancy. Work is ongoing alongside partnership schools to ensure that the assessments teachers make are accurate. As a result, most teachers have more confidence in using assessments to inform their planning and have raised their expectations of what pupils can achieve and how quickly they can progress.

## **Outcomes for pupils**

School leaders have rightly focused on making sure that they have an accurate picture of what pupils can currently do. Systems have been put in place to ensure that they, and teachers, have a secure view of all pupils' starting points. Senior leaders now have a more secure overview from which to build. Information about the progress pupils are currently making in the school is limited. This is because systems to track pupils' progress are not embedded and insufficient information is available to be analysed in detail about the progress pupils are making. Governors and school leaders have plans in place to urgently address this. They recognise the importance of this information in gauging the impact their actions are having on the outcomes for pupils and in more accurately holding teachers to account. This aspect will be a key focus of the Her Majesty's Inspector's next monitoring inspection.

Evidence seen by inspectors confirms the school's view that pupils are making better progress in their learning and this can also be seen in their work. Teachers have a sharper focus on supporting pupils in recognising the improvements they need to make in their learning. Pupils have a better understanding of the skills and attitudes they need to bring to their lessons. The progress made by pupils is increasingly evident in their books and pupils' enthusiasm for learning. These improvements are not fully embedded in all classrooms.

## **Personal development, behaviour and welfare**

The behaviour of pupils in lessons is improving. This is because teaching better meets the needs of individual pupils and the new curriculum provision is more relevant and interesting. The introduction of 'learning monsters' which encapsulate the helpful learning behaviours pupils need is well liked and understood by pupils and teachers. It is applied consistently across the school. Lessons are more stimulating and teachers increasingly match activities to the individual needs of the pupil. As a consequence, in most classrooms, pupils concentrate better and are more engaged with learning. They have fewer tendencies to be distracted.

## **The effectiveness of leadership and management**

The governing body and local authority have taken prompt action to secure and build leadership capacity in the school. The new leadership arrangement between the executive headteacher and the head of school is clearly defined. Roles and responsibilities are clearer and understood by all staff and pupils. As a result, senior leaders have ensured continuity through a period of change in staffing and secured improvements in classroom practice. Parents have a growing confidence in the leadership of the school.

The executive headteacher has raised expectations about what can be achieved by pupils and what needs to happen to see this realised in lessons. Her drive for improvements, supported by the head of school, has ensured that all staff are clearer about what is expected of them and what they need to do to improve their classroom practice.

Middle leaders and subject leaders in the school are beginning to take on more responsibility and are becoming more involved in monitoring and evaluating their areas of responsibility. As a result, the roles and responsibilities of the deputy headteacher, middle leaders and subject coordinators are increasingly unclear and further refinement of roles and responsibilities is required to ensure clarity and accountability.

The school's action plan is not fit for purpose. While the school action plan addresses the areas that need improvement, targets to indicate intended outcomes in the short and longer term are not precise. For example, the measures used by governors to check the impact of the actions taken by the school have insufficient focus on the progress the pupils should be making across year groups. In addition, some of the actions taken are not clearly recorded in the plan. This makes it difficult for governors to know what the school is doing and how well the school may be improving over time.

Governors have rightly kept a sharp eye on the improvements required in the school to ensure that the work to federate the governing body has not distracted them from their core purpose. They have established a school review group alongside the local authority that meets on a half-termly basis. They take reports from senior and middle leaders on the impact that actions to improve the school are having. As a result, they have a realistic view of what the school has achieved and what it needs to do to continue to improve. The quality of the information provided by senior leaders lacks precision about what the improvements in teaching will look like in terms of outcomes for pupils. A review of how additional funding for disadvantaged pupils has been started but not yet completed. Governors recognise the need to act on the recommendations from the review as a matter of urgency.

### **External support**

The local authority has supported the school well in evaluating the impact of recent actions. The new leadership and governance arrangements with a neighbouring outstanding school has been quickly established, helping school leaders to share best practice and better secure judgements about how well the school is progressing.

The local authority's statement of action is fit for purpose. The plan clearly identifies actions required in light of the inspection. It identifies appropriate resources to support the school and the method by which the local authority will check on the progress being made in the school.