

# Rosewood Primary School

Rosewood Avenue, Burnley, Lancashire BB11 2PH

## Inspection dates

4–5 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher's high expectations, drive and enthusiasm are shared by staff and governors. The strong values of 'believe, enjoy, succeed, together' permeate the school.
- Since the last inspection, leaders' accurate and honest evaluations have underpinned rapid improvements across the school.
- Governance is a strength. Governors provide a good level of challenge and support to leaders. They are determined in their actions to pursue improvements.
- Children in the early years get off to a positive start and make good progress in the early years. Adults provide stimulating activities to engage and excite children.
- The quality of teaching and learning is now good. Teachers use their good subject knowledge to question pupils well to deepen pupils' understanding.
- Pupils make strong progress in writing and mathematics from their starting points. Outcomes at the end of key stage 2 in 2018 closely matched the national averages. Progress and attainment in reading are rising and moving towards the national averages. However, they are not yet as strong as in writing and mathematics.
- Phonics is taught effectively. Younger pupils read and pronounce sounds and write the letters these sounds represent with confidence.
- Pupils behave well in lessons and around the school. They are confident, respectful and polite. Pupils say bullying is rare.
- Parents and carers value the positive relationships that have been established between the school and home and the strong teaching that their children receive.
- Pupils enjoy coming to school. Attendance has risen and is now in line with the national average.
- Pupils are now developing a passion for reading because of the whole-school focus. Pupils' reading skills are improving.
- Leaders have designed a curriculum that engages pupils. Plans to ensure that pupils' knowledge builds progressively on what they already know are not fully embedded across the school, particularly in geography and history.
- Subject leaders are enthusiastic about their areas of responsibility. However, they are not as yet supporting school improvement fully.

## **Full report**

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

- Further improve the quality of teaching, learning and assessment, by:
  - building on the recent positive initiatives to raise the profile of reading across the school, so pupils make even better progress and attain more highly in reading
  - ensuring that teachers routinely plan activities which build on what pupils already know so they deepen pupils' knowledge and understanding in subjects other than English and mathematics, particularly in geography and history.
- Improve the quality of leadership and management, by further developing the skills of subject leaders, in subjects other than English and mathematics, so they improve the quality of teaching and raise standards in their areas of responsibility.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher has wasted no time in bringing about improvements at the school over the past two years. She has high expectations of staff and pupils and has created a culture of respect. Her actions have considerably improved the quality of teaching and the progress pupils make across the early years and key stages 1 and 2.
- The headteacher has galvanised staff into a united team. The school is a happy place for staff to work and pupils to learn. Staff value the support leaders provide to improve their knowledge and skills. They feel valued and are proud to work at the school. All parents and carers who responded to Parent View said they would recommend the school to others. Many of those who spoke with the inspector were delighted with recent developments, typically saying, 'The headteacher has transformed the school.' Another parent captured the view of many when commenting, 'The school go above and beyond to help. Without their support my child would be nowhere near the happy, well balanced child he is now.'
- Senior leaders have an accurate understanding of the school's strengths and the priorities for development. They have developed appropriate plans to support improvement which they review systematically. The review of the success of these plans ensures that leaders and governors know how their work impacts on learning. They ensure that regular checks are made on the quality of teaching and track closely pupils' attainment and progress.
- The leaders for English and mathematics have an accurate overview of their subjects. Although the majority of pupils are making good progress in writing and mathematics, they make less good progress in reading. Leaders are aware of this and have formulated effective improvement plans in order to address this.
- Subject leaders are enthusiastic about their subjects. They are well supported by senior leaders in further developing their skills in monitoring teaching and learning in their curriculum areas.
- The curriculum is broadly well matched to pupils' needs. It provides them with a varied range of enrichment activities to extend their experiences in a range of subjects. Leaders have designed a curriculum which identifies the knowledge they want pupils to have. However, this is not fully embedded in all subjects in the wider curriculum. For example, geography and history are not taught in sufficient depth, which restricts their contribution to increasing pupils' knowledge and deepening their understanding.
- The school is very inclusive. The leadership of the provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Identification of pupils and their particular needs is carried out in a timely manner. There is effective collaboration between school staff, parents and external agencies. Support staff play a key role in supporting pupils with SEND. The leader for this area has a good knowledge of the pupils' needs and oversees the support provided. As a result, pupils with SEND make good progress.
- Leaders accurately identify disadvantaged pupils' individual barriers to learning. Leaders know these pupils and their families well. They ensure that they receive the

help and guidance they need, including for their social and emotional needs. The pupil premium funding for disadvantaged pupils is used very effectively and pupils currently in school are making good progress.

- Pupils' spiritual, moral, social and cultural development is promoted strongly and contributes to the very positive ethos of the school. Pupils understand and follow the school's values, which underpin celebrating difference, respect, honesty and kindness. Staff consistently promote an 'I can do it' attitude. Inspectors observed how this was used in teaching to enable pupils to overcome difficulties in their learning. Pupils are well prepared to become responsible citizens. Leaders promote British values well within the school, ensuring that pupils are well prepared for life in modern Britain.

### **Governance of the school**

- Governance is effective. The governing body and school leaders work closely to ensure that the school continues to improve. Through their strong determination and uncompromising leadership, they have swiftly brought about changes to the school. Governors bring a good mix of experience and expertise to their roles. They are committed to the school, typically commenting, 'We feel very privileged and proud to see our school grow.'
- Governors display a good understanding of the school's strengths and weaknesses. They question leaders carefully about the effect of actions taken to improve teaching and pupils' outcomes. The governing body support the staff and use a range of information, including visits to the school, to see the results of the actions leaders have taken.
- Governors make the necessary checks to ensure that they fulfil their statutory duties; for example, the school's safeguarding policies comply with current requirements.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. School leaders provide regular training and clear advice to staff about the school's safeguarding policies and procedures. Leaders have ensured that all members of staff are aware of their safeguarding duties and understand how to respond to any concerns about a pupil's welfare or safety.
- Leaders keep detailed records of all concerns raised by staff and the steps taken to support pupils and resolve situations. Where necessary, leaders work well with external agencies to support and protect those involved.
- The governing body helps to ensure that all statutory requirements regarding the safeguarding of pupils are met. Governors have attended relevant training and make regular checks on the school's policies and procedures.
- Staff say the school is a safe place for pupils. All parents who responded to Parent View, Ofsted's online survey, said their children feel safe and their children are well cared for at the school.

## Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the last inspection and is now good across all year groups. Teachers foster positive relationships with pupils.
- The quality of teaching has improved because of the training teachers receive. Teachers appreciate the opportunity to work with other colleagues, including colleagues in other schools, to share knowledge and expertise. This is particularly helpful for staff new to teaching. Staff feel valued and supported.
- Staff mainly have high expectations for pupils' learning. Staff and pupils have a shared understanding of what is successful learning. Across the school, pupils are cooperative and resilient, and lessons are a hive of activity.
- Teachers have secure subject knowledge. They explain new learning clearly and model language linked to mathematics and English, which is mirrored by the pupils. This supports pupils when they explain their understanding of a concept in lessons.
- Teachers set tasks that are matched well to pupils' learning needs. They use questioning well to check pupils' understanding and promote deeper thinking.
- Teaching assistants provide good support, both in class and when supporting groups and individual pupils. They provide essential information for teachers about how well pupils are learning. This helps to ensure that teachers plan effectively to meet pupils' needs in future lessons.
- Phonics is taught well. Phonics sessions are well structured and staff use their subject knowledge well to move pupils on in their learning and broaden their vocabulary. Pupils who read with inspectors demonstrated how well they use phonics to work out unfamiliar words.
- The school recognises that the teaching of reading is its main priority. It is working successfully to raise the profile of reading across the school, implementing a range of improvement plans. Staff encourage pupils to develop a love of books from a young age. Teachers use engaging 'hooks' to facilitate learning, and capture pupils' interest and imagination. For example, pupils were enthralled and captivated by an author's visit. The author's book on 'snot' ignited pupils' imaginations.
- Staff provide pupils with regular opportunities to write at length, and for different purposes. Inspectors saw many examples of good-quality writing across the school. Teachers ensure that pupils make good progress in their understanding and use of grammar, punctuation and spelling. Pupils also take care with their handwriting and almost all present their work neatly.
- The teaching of mathematics is a strength of the school. Activities build progressively on pupils' knowledge and basic calculation skills. Pupils work well together to tackle challenging tasks and to explain their thinking. Teachers quickly address misconceptions and make sure pupils are secure in their knowledge. Work in pupils' mathematics books indicate they make good progress.
- In curriculum subjects other than English and mathematics, teachers plan a range of activities which engage and excite pupils' interests. However, teaching which successfully builds progressively on what pupils already know is not fully embedded across the wider curriculum. As a result, pupils do not develop a depth of knowledge,

particularly in history and geography.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are happy and feel safe in the school. Pupils flourish in a caring and nurturing environment which values each pupil's individuality. Positive relationships fostered within school are strong. Pupils feel cared for and valued. A typical comment was, 'Teachers look after us and encourage us to work hard and do well.'
- Leaders place great emphasis on supporting pupils, particularly the most vulnerable. A high priority is given to pupils with concerns or mental-health issues. Staff are responsive to any anxieties pupils may have. The school provides calming activities and offers a range of support for families. Consequently, pupils learn effective strategies to help them regulate their feelings and emotions.
- Pupils spoken with during the inspection demonstrated a good understanding of bullying. They knew about different forms of bullying and discussed behaviour with the inspector in a mature way. They said bullying is a rare occurrence and they know staff will resolve any issues quickly and effectively.
- Pupils are developing their leadership skills in various roles, such as school councillors and sports leaders. Older pupils enjoy acting as a 'buddy' to younger pupils and support them when needed at breaktimes.
- In the main, pupils' attitudes to learning are very positive and they enjoy coming to school. During the inspection, they were keen to talk with inspectors about their learning. However, in some classes, a few pupils became disengaged when teaching did not challenge them or meet their needs.

### Behaviour

- The behaviour of pupils is good.
- Pupils are proud to attend Rosewood Primary School. They are confident and self-assured and value their time in school. In classes, the vast majority of pupils are keen and enthusiastic learners. They have a very clear understanding of how to be a successful learner and use this knowledge to persevere and succeed. They show support for each other in class.
- Around school, pupils are calm and show consideration for others. They chat happily with their friends at lunchtime and play well together.
- Attendance and punctuality have greatly improved since the last inspection. Attendance is now in line with the national average. The school has clear systems in place to promote good attendance. The attendance officer has ensured that robust systems have had the desired effect by improving attendance.

## Outcomes for pupils

**Good**

- Pupils' achievement has improved since the previous inspection. At the end of key stage 2 in 2018, pupils' progress improved to be in line with the national average in writing, and above the national average in mathematics. Although progress in reading has improved, it is not as strong as in writing and mathematics. Current assessment information and inspection evidence show that pupils are making good progress in reading, writing and mathematics in all year groups.
- Pupils get off to a good start with their early reading. Over the past three years, the proportion of pupils who have achieved the expected standard in the Year 1 phonics screening check has been in line with the national average. Current pupils are making the same good progress. Children in the early years are acquiring the early reading skills and are mostly using these skills in their writing. Support is in place for those who fall behind, enabling them to catch up.
- By the end of Year 2, the proportions of pupils reaching the expected level and attaining at greater depth are both in line with the national average for reading, writing and mathematics. Work in current pupils' books confirms that pupils make good progress in reading, writing and mathematics in key stage 1.
- In Year 6, there have been improvements to pupils' attainment in writing and mathematics over the past three years. In reading, the results in 2018 were not quite as strong; inspectors found evidence that standards in reading are continuing to improve across the school.
- Subjects other than English and mathematics are taught through a combination of topic work and discrete lessons. Teachers ensure that pupils are making generally good progress across the wider curriculum. However, pupils lack depth in their knowledge and understanding in some of these subjects, particularly in history and geography.
- In the majority of year groups, disadvantaged pupils are now making good progress in reading, writing and mathematics. The school is working successfully to diminish the difference in attainment between disadvantaged pupils and other pupils.
- Pupils with SEND make good progress from their starting points. This is because staff plan work to meet the needs of these pupils. Leaders check these pupils' progress carefully and ensure that they receive effective additional support.

### Early years provision

**Good**

- Children start school with skills and abilities below those typically found for their age. Most children make good progress during their time in the early years. As a result, the proportion of children who achieve a good level of development has increased over time. In 2018, the proportion of children achieving a good level of development was above the national average. Consequently, children are well prepared for their transition into Year 1.
- Children in the early years behave well. They are cooperative and enthusiastic learners, playing happily with sustained concentration. This is because staff plan activities which hold their interest and challenge their thinking.
- The early years classrooms are bright, engaging and fun for children. During the inspection, children were playing happily at the 'tinker' table and in the home role play

area. Children were busy observing real-life bugs, making bumble bees and writing shopping lists in the garden centre. Through such opportunities, children develop their early reading, writing and scientific skills.

- Teaching in the early years is good. When working directly with the children, staff make good use of questioning to find out what children know. They encourage children to think hard and help them to move on in their learning. Staff teach phonics skills well. Children quickly develop a love of books and begin to use their phonics skills to work out unfamiliar words.
- Leaders effectively gather assessment information from a range of activities, including from parents. Teachers use this information effectively to identify the next steps in children's learning. Staff work collaboratively and share knowledge and expertise. They check their judgements are accurate about how well children are learning.
- Leaders work successfully to develop communication and joint working with parents. This helps children to settle quickly into routines when they first start school. Staff develop parents' confidence in identifying learning at home and recording this in their children's learning journals.
- The leadership and management of the early years are good. The early years leader has a secure understanding of the strengths of the provision and priorities for development to improve further children's outcomes.
- Leaders in the early years ensure that children are safe at all times. They ensure that children are well looked after in the Nursery and Reception classes. The school's child protection policies and procedures are well known to staff and implemented consistently.



## School details

Unique reference number	133437
Local authority	Lancashire
Inspection number	10087858

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	436
Appropriate authority	The governing body
Chair	Mrs Alex Bird
Headteacher	Mrs Nerys Ditchburn-Hughes
Telephone number	01282 463 790
Website	<a href="http://www.rosewood.lancs.sch.uk">www.rosewood.lancs.sch.uk</a>
Email address	<a href="mailto:head@rosewood.lancs.sch.uk">head@rosewood.lancs.sch.uk</a>
Date of previous inspection	18–19 January 2017

## Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- Most pupils are of White British heritage.
- The proportion of pupils with SEND is above the national average.
- The proportion of pupils who have an education, health and care plan is in line with the national average.

## Information about this inspection

- Inspectors observed teaching and learning in a wide range of lessons, covering all classes in the school. Leaders accompanied inspectors on some observations.
- Meetings were held with the headteacher and other leaders. The lead inspector also met members of the governing body.
- The lead inspector spoke with the local authority adviser.
- Inspectors talked with a group of pupils on the second day of the inspection. The inspection team also talked with pupils about their learning in lessons and at breaktimes.
- Pupils' behaviour was observed during lessons, lunchtimes and playtimes.
- Inspectors examined the quality of pupils' work in a wide range of books.
- Inspectors looked at the school's work and considered documents including the school's self-evaluation, the school improvement plan, attendance figures, curriculum plans and information relating to pupils' achievement and safeguarding.
- Inspectors talked with parents as they dropped their children off at school. Inspectors also took account of the views of 42 parents who responded to Ofsted's online survey, Parent View. They also took account of responses from 14 members of staff who completed the staff survey.

## Inspection team

James Blackwell, lead inspector	Ofsted Inspector
Stephen Rigby	Ofsted Inspector
Julie Brown	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019