

Inspection of Rosehill Infant and Nursery School

Reginald Street, Derby, Derbyshire DE23 8FQ

Inspection dates: 26–27 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The pupils at Rosehill Infant and Nursery School are friendly, polite and hard-working. They behave well. They listen to each other and to adults. This helps them to learn. Pupils respect one another and know the school's motto, 'Together we are amazing, together we shine.'

Pupils told us that they feel safe in school and enjoy coming here. Bullying is rare at the school and pupils know what to do if they have a worry. School councillors and playground buddies enjoy the many chances they have to help the school become better. Pupils also raise money for local charities.

Pupils have positive attitudes to learning. Staff expect pupils to work hard. Teachers plan lessons carefully so that pupils make the most of their learning. Pupils remember important words and important knowledge.

The school embraces the 37 different languages spoken at the school. Pupils benefit from lots of opportunities for discussion. This helps them improve their language skills. Leaders employ staff that can speak several languages so that pupils quickly learn to speak, read and write in English.

What does the school do well and what does it need to do better?

The teaching of reading is a high priority at Rosehill Infant School. Leaders ensure that reading is planned and taught well. Younger pupils learn to read by using their phonic knowledge. Staff follow detailed plans and receive good support from leaders. Most pupils read from books that match the letter sounds they know. Pupils have the chance to practise reading at home. Teachers complete regular checks on what pupils remember. This helps them to identify, and help, those pupils who have fallen behind. Teachers in all year groups carefully choose the books they use in lessons. They ask the sorts of questions that help pupils to understand what they are reading. This helps them to foster a love of reading.

In mathematics, leaders have devised an ambitious curriculum. It sets out what pupils should know, and by when. Teachers use resources well to help pupils understand difficult ideas. Teachers give pupils time to discuss and deepen their learning. Pupils have daily practice to help them to be able to add, subtract, multiply and divide numbers.

The curriculum that leaders have adapted for other subjects is ambitious and sets out what pupils will learn. Topics have been carefully chosen so that learning is relevant to the school's context. For example, leaders have designed a topic relating to the local arboretum, which is next to the school. Teachers have good subject knowledge. They use this to help pupils to develop a good range of vocabulary in different subjects. However, staff are in the early stages of teaching the content of the newly revised

curriculum. Teachers do not always ensure that pupils build securely on what they have previously learned.

Pupils behave well in lessons and get on with the work their teachers provide. Pupils have positive attitudes to learning. Pupils are keen to learn about new topics and to share their ideas with each other. Pupils know about different religions and places of worship. Pupils learn about stranger danger. They know that it is important to stay safe online.

There is a wide range of clubs on offer. These include singing and keep fit. Pupils enjoy being members of the school council. These opportunities, and others, support pupils' personal and social skills effectively.

Pupils with special educational needs and/or disabilities (SEND) receive good-quality support that is well matched to their needs. Leaders seek advice from specialists to ensure that staff are providing the right support for pupils with SEND. Leaders have provided staff with relevant, up-to-date training.

The early years area is an exciting place for children to learn. Leaders have carefully considered the knowledge and skills they want children to develop by the end of the year. The inside and outside spaces give lots of opportunities for children to explore and play. Adults ensure that children have a wide range of well-planned activities to support their development. Supportive and considerate adults help the children feel safe, secure and confident. However, sometimes staff do not explain activities clearly, or communicate well enough with children to enable them to make the most of the activities on offer.

Governors understand the school's strengths and weaknesses. They meet with leaders regularly and are involved in the life of the school. Governors challenge leaders and hold them to account for the school's performance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to ensuring that pupils are safe. The inclusion team meets regularly to discuss pupils and consider what they can do to help. Adults are on the playground at the beginning of every day so that parents can share any worries they have. Leaders update staff regularly about safeguarding matters. Staff are very clear about how to raise any concerns. Leaders follow up these concerns rigorously. Leaders complete employment checks so that they know all the adults in the school can safely work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently reviewed and improved the curriculum so that it is coherently planned and sequenced in all subjects. Staff are in the early stages of implementing the revised curriculum plans. Where this implementation is not yet consistently effective, pupils are not reliably building on prior knowledge. Leaders should ensure that staff receive training and support in planning activities, so that pupils know more and remember more.
- In the early years, some staff do not make the most of opportunities to use explanations and questions to enhance children's language development. When this happens, children do not get the best from the activities that are provided to develop their language. Leaders should ensure that all staff are equally trained and skilled so that children make the best possible progress in all areas of learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	112733
Local authority	Derby
Inspection number	10121194
Type of school	Infant and Nursery
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair of governing body	Karen Clark
Headteacher	Helen Kelk
Website	www.rosehillinfants.co.uk
Date of previous inspection	4–5 October 2017

Information about this school

- There have been no significant changes at the school since the last inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We did deep dives in the following subjects: reading, mathematics and history. This involved discussions with leaders, visits to lessons, hearing pupils read, talking with pupils about their learning and looking at their books.
- We looked at curriculum plans and pupils' work in a range of other subjects.
- We met with governors and a local authority representative.
- We evaluated safeguarding by scrutinising the school's records and talking to staff, pupils and parents.

Inspection team

Andy Lakatos, lead inspector	Ofsted Inspector
Moira Dales	Ofsted Inspector

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