

# Inspection of Rosebank Primary School

Burley Road, Rosebank Primary School, Leeds, West Yorkshire LS3 1JP

---

Inspection dates: 13 and 14 December 2022

**Overall effectiveness** **Good**

---

|                           |             |
|---------------------------|-------------|
| The quality of education  | <b>Good</b> |
| Behaviour and attitudes   | <b>Good</b> |
| Personal development      | <b>Good</b> |
| Leadership and management | <b>Good</b> |
| Early years provision     | <b>Good</b> |
| Previous inspection grade | Good        |

## **What is it like to attend this school?**

Pupils enjoy coming to school and feel safe. The school's motto, 'all friends and together we succeed', is reflected in pupils' attitudes and behaviours. Leaders have constructed a rewarding curriculum that pupils enjoy.

Pupils are proud of the badges they earn through the 'Rosebank drivers' to become world citizens, healthy advocates, respectful communicators and resilient individuals.

Leaders provide pupils with many opportunities to develop their leadership skills. Pupils with additional responsibilities, such as being a diversity champion, are passionate about their roles. They know how they contribute to their school community. Leaders develop pupils' talents and interests through a wide range of extra-curricular activities. Pupils in Year 6 recently took part in a Shakespeare school festival. They performed a production of 'Twelfth Night' on stage in Bradford.

Pupils are respectful of each other. Incidents of bullying are rare. If incidents do occur, pupils are confident that adults will deal with them quickly.

Children in the early years make a good start to their school journey. Adults establish warm and positive relationships. These relationships help children to feel safe, happy and confident.

Leaders make sure that parents and carers are involved in the life of the school. Parents value this.

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

Leaders have thought carefully about what pupils need to learn and when. They have considered how to meet the needs of mixed-aged classes. This approach helps pupils to gain the knowledge and skills they need to achieve well over time. Leaders regularly quality assure pupils' academic experiences in lessons. However, this is not done routinely across all subjects.

Leaders have prioritised reading. Phonics is taught from the beginning of Reception, ensuring that children get off to a flying start. Pupils' reading books are closely matched to the sounds they can read. Pupils who need extra help are identified quickly. They get the support they need to catch up. A love of reading is evident throughout the school. Teachers have a clear rationale for the books they read to pupils. These books reflect the diverse culture of the school and help to promote positive role models to pupils. Pupils value reading and know why it is important. They participate enthusiastically in 'book bingo' and the school's winter and summer reading challenges.

In some subjects, teachers explain and demonstrate learning well. This helps pupils to understand and remember more. For example, in art and design, pupils recall the work of artists and designers they have previously studied. Pupils in Year 2

demonstrate and talk confidently about the skills they have learned, such as hatching, cross-hatching and scumbling.

The order in which mathematical concepts are taught is clear. This gives pupils the opportunity to build their knowledge over time. Teachers regularly assess what pupils have learned. However, this information is not routinely used precisely enough. It does not inform the extra support some pupils need to catch up with their peers and build on what they have learned before.

There are effective systems and processes for identifying pupils with special educational needs and/or disabilities (SEND). Leaders have thought carefully about the provision for pupils with social, emotional and mental health needs. These pupils value the support they get and enjoy spending time in the school's 'hub'. Staff in the hub provide highly targeted, specialist support. Leaders have outlined the wider adaptations that teachers should provide for pupils with SEND. However, in some subjects, leaders and teachers are not consistently clear about the best way to adapt lessons to meet these pupils' needs.

Leaders support staff to manage pupils' behaviour effectively. Staff have high expectations of behaviour. Pupils, including children in the early years, understand these expectations. They behave well around the school and are respectful of people's differences.

Leaders have created a curriculum that supports pupils' personal development. Pupils are positive about the support they receive. They are knowledgeable about what they have been taught in order to become good citizens.

Staff feel supported by leaders. They speak positively about how their workload and well-being are carefully considered. They value the coaching they receive and the positive impact this has had on their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training. This helps to ensure that staff are alert to potential risks and signs of harm. Staff notice and log any concerns they have over pupils' safety. Leaders are quick to identify and act on any concerns they may have. They are tenacious in the actions they take to ensure that children and families receive the support they need. Leaders are aware of the issues that might affect the welfare of children and families in the community. This knowledge is used to shape aspects of the personal, social, health and economic education curriculum.

Leaders make the necessary checks on the suitability of any adults working at the school.

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

### (Information for the school and appropriate authority)

- In mathematics, assessment is not used precisely enough for pupils who are working below the level of their peers, including some pupils with SEND. As a result, the gaps in learning these pupils have do not close as subsequent learning is not closely matched to meet their needs. Leaders should ensure that teachers use assessment information accurately to ensure that pupils' gaps in learning are reduced quickly.
- In some subjects, the adaptations teachers make for lower prior attaining pupils and some pupils with SEND, do not support them to fully access the curriculum. As a result, there are occasions when these pupils do not fully embed or build on their previous learning. Leaders should ensure that teachers are further supported to provide adaptations to ensure that all pupils reach the expected end points of the lesson and the curriculum itself.
- In some subjects, leaders do not carry out thorough checks to see how well the curriculum is being taught. There are some inconsistencies around how subjects are taught and how pupils build their knowledge and skills over time. Leaders should ensure that subject leaders make regular and precise checks on the quality of teaching in their subject. They should use this information to further develop staff pedagogy.

## 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 information from Ofsted Parent View 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.

## 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

|  |   |
|--|---|
| <b>Unique reference number</b>             | 107891  |
| <b>Local authority</b>                     | Leeds   |
| <b>Inspection number</b>                   | 10241798  |
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Foundation  |
| <b>Age range of pupils</b>                 | 2 to 11   |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 359   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair of governing body</b>             | Karine Hendley  |
| <b>Headteacher</b>                         | Alice Smith   |
| <b>Website</b>                             | <a href="http://rosebank.greenschoolsonline.co.uk">http://rosebank.greenschoolsonline.co.uk</a> |
| <b>Date of previous inspection</b>         | 13 September 2017, under section 8 of the Education Act 2005                                    |

## Information about this school

- The school has a nursery for two- and three-year-olds.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including a representative from the local authority and the vice-chair of the governing body.
- Inspectors carried out deep dives in early reading, mathematics, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors spoke with leaders about pupils with SEND and visited some pupils with SEND in lessons.
- Inspectors checked the records that leaders keep about staff who work in the school. Inspectors spoke to leaders about how they work with other agencies to keep children safe and looked at some examples of when they had done this.
- Inspectors evaluated responses from parents to Ofsted’s online survey, Parent View. They spoke with some parents who were dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted’s online surveys.

### **Inspection team**

Ruth Beckett, lead inspector

Ofsted Inspector

Liam Colclough

His Majesty’s Inspector

Kate Rowley

His Majesty’s Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231  
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 2022