

Inspection of a good school: Rosedale Primary School

Wood End Green Road, Hayes, Middlesex UB3 2SE

Inspection dates:

25 and 26 January 2023

Outcome

Rosedale Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and safe in this school. They achieve well and are eager to come to school every day because they get to learn new things. Pupils are not worried about making mistakes as they know that they will get support from adults.

Pupils are keen to learn. They work hard in lessons to meet adults' high expectations of them. They behave well, both in and out of lessons. Pupils are polite, confident and courteous. On the rare occasions where bullying occurs, staff deal with it promptly and effectively.

Staff and pupils celebrate each other's individuality. In every class, there is a display of the things that pupils value most. These include records of personal achievements or pictures of significant events in their lives. Through these, pupils share religious, cultural, or social events they enjoyed participating in.

Pupils are excited by the many opportunities to experience activities beyond their usual lessons. They perform in their local theatre and join children's concerts in big arenas. They welcome visitors from the police force and the fire brigade. Pupils get to ask these visitors about their work in the community. These visitors also give pupils advice on how to keep themselves safe.

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

Leaders have established a culture where books, vocabulary and reading are a top priority. They have put in place a phonics programme that ensures that pupils become fluent readers by the time they reach the end of Year 2. Teachers check which sounds pupils know and remember. They quickly identify pupils who need extra help to keep up. They provide that help straight away. As a result, very few pupils fall behind.

Pupils practise phonics every day and they get plenty of opportunities to use the sounds that they know. The books that they read contain the sounds that they have already

learned. However, in some instances, when pupils read words incorrectly, the advice they receive from staff is not as accurate as it should be. When this happens, pupils' development in reading is hampered.

The curriculum is carefully thought out and well sequenced. It sets out what leaders expect pupils to know and remember in all subjects. Leaders have considered how they want pupils to build on their learning from the time they join the Nursery until the end of Year 6. In mathematics, for example, children in the early years develop a secure understanding of numbers. They add numbers by combining two sets of objects. Most children in Reception can look at a small number of objects and recognise how many they are without counting. This helps them add numbers to 20 almost instantly. In Year 6, pupils apply more sophisticated calculation skills to work out missing data on a pie chart.

Teachers check what pupils already know and can do. They use this information to adjust learning in a way that will help pupils to make sense of new content. In history, for example, pupils in Year 4 applied what they know about settlements and compared this with how the Vikings lived in lands that they conquered. However, in some instances, teachers give pupils large amounts of new information all at once. This makes it difficult for pupils to grasp the essential ideas that teachers expect them to remember.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). They identify pupils with SEND quickly. Teachers use a range of strategies and resources to ensure that pupils receive the support they need to access the full curriculum and achieve well.

Pupils engage well in lessons. They are keen to participate in discussions. They focus on their work and behave well. Disruptions to learning are rare.

Leaders aim to help pupils to develop their leadership skills. Pupils get to experience democracy first hand by electing their school council leaders. Pupils get involved in work to help the local community, including, for example, supporting the local food bank. Pupils are proud of the trees they planted in the park near the school. The relationships and sex education and health education curriculum teaches pupils to communicate their own views and to respect the views of others.

Staff appreciate that leaders are open and approachable. They said that leaders ensure that workload remains manageable. Staff are happy to be a part of this school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are safe at school. Staff are vigilant and know how to spot early warning signs of neglect, abuse, or exploitation. Leaders ensure that new staff joining the school complete the required safeguarding training before they start work. Leaders work well with external agencies to secure the best possible outcomes for pupils.

Pupils learn how to keep themselves safe at home, at school and when online. Through the curriculum, they learn about e-safety, road safety, stranger danger, privacy and dignity. Staff are clear about how to identify and report different concerns, including those related to sexualised language or behaviour. Leaders are clear about how to address such incidents if they occur.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some instances, when pupils read words incorrectly, the support that adults give them is not as accurate as it should be. As a result, when this happens, some pupils find it harder to apply their phonics knowledge to read fluently. Leaders need to ensure that adults give pupils accurate guidance to correct their errors when reading.
- Sometimes, teachers give pupils lots of new subject content to think about all at once. When this happens, pupils find it hard to understand and remember what their teachers want them to. Leaders should help teachers to introduce new ideas in a way that is manageable for pupils and enables them to retain essential information over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

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

Unique reference number	141561
Local authority	Hillingdon
Inspection number	10255467
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	Governing body
Chair of governing body	Gill Benett
Headteacher	Niela Bamber
Website	www.therosedalehewensacademytrust.co.uk
Dates of previous inspection	12 and 13 September 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Rosedale Hewens Academy Trust.
- Leaders do not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.

- In inspecting safeguarding, the inspector carried out a scrutiny of the school's single central record of pre-employment checks as well as other records. The inspector considered the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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