

Inspection of Rosedale Church of England (VC) Infant School

Stroud Avenue, Short Heath, Willenhall, West Midlands WV12 4EG

Inspection dates: 20 and 21 June 2023

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

What is it like to attend this school?

Leaders are ambitious for all in the school community. They have created a warm and caring school culture. The care starts straight away in the morning when staff warmly greet pupils and help them settle into class.

Leaders have high aspirations for every pupil. They ensure that pupils receive the support they need to do well. The school motto of 'nurture, grow, flourish and fly' underpins all that happens in school.

Pupils know and meet leaders' high expectations for behaviour around school. They know, for example, that they are expected to be kind, ready to learn and stay safe. On the very few occasions when pupils are unkind to each other, staff sort it out fairly. Bullying is not accepted. Staff teach pupils about effective learning behaviours. This helps pupils to participate more readily and actively in lessons.

Pupils benefit from a range of clubs, including a variety of sports clubs, construction club and pom-pom making. Pupils also take part in school trips and enjoy close links with the church and a local care home.

Parents and carers of pupils with special educational needs and/or disabilities (SEND) are unanimous in their view that the school gives their children the support they need.

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

Leaders have made sure that the curriculum is ambitious for all pupils, including those pupils with SEND. There are strong links between all three schools in the federation. Leaders across the federation work together. They plan carefully what pupils should learn right from early years through to the end of key stage 2.

The school is proudly inclusive. Leaders' expertise and passion for supporting pupils with SEND is clear to see. They make sure that pupils' needs are identified quickly and accurately. Staff then use detailed information about pupils' needs to provide effective and personalised support. Staff that specifically work with pupils with SEND do so with understanding, patience and kindness. Pupils with SEND achieve well, particularly in their personal development.

Leaders have ensured that reading is a high priority. They have woven 'treasured texts' into the curriculum. Pupils get to know these texts well, and teachers use them as inspiration for pupils' writing. Pupils can talk about their favourite stories and authors and are developing a love of reading.

Pupils follow a structured phonics programme from the early years onwards. Staff have received training in phonics. They use this well to ensure that pupils learn about letters and their sounds in a logical order. Staff check on how effectively pupils are learning and ensure that any pupils not keeping up receive help. However,

sometimes staff do not move pupils on quickly enough through the phonics programme or provide enough opportunities to practise sounds. This means that some pupils could be learning to read faster than they are.

Teachers follow the sequence of the planned curriculum. They usually present, explain and assess learning well and use appropriate resources in lessons. Occasionally, this is not the case and too much content is taught at one time or unsuitable resources are used. As a result, pupils sometimes become confused and misunderstand what they are meant to be learning.

Teachers do not shy away from introducing pupils to challenging vocabulary. For example, in physical education (PE) lessons pupils are taught to 'mount' and 'dismount' instead of 'get on' and 'get off'. Pupils are encouraged to use these words in their explanations. This means pupils practise using new vocabulary and to do so with increasing precision and confidence.

Children get off to a strong start in Reception. Staff build positive relationships with children and have a secure understanding of their needs and interests. The curriculum is well sequenced and staff plan activities to build on what children already know. There is a clear focus on phonics and number. Staff support children to develop into confident learners who are ready for the demands of Year 1.

Staff provide high-quality pastoral care. Pupils learn to develop their resilience, independence and curiosity about the world around them. They can identify, understand and talk about their feelings. They understand that everyone is unique and learn to celebrate difference. This helps pupils to develop empathy and understanding of others.

Leaders, including those responsible for governance, have high aspirations for staff and pupils. Staff are proud to work at Rosedale Infants School. They value the support they receive from leaders and appreciate the consideration for their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a top priority. Staff are well trained. They know and follow the procedures for raising concerns. Any concerns are quickly reported to leaders and acted on swiftly. Staff say they would feel confident to challenge leaders if they ever felt a concern was not being taken seriously enough.

Leaders work closely with external agencies to ensure that pupils and families get the support they need. Recruitment checks on the suitability of staff are thorough.

Pupils are taught about healthy relationships and how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers try to cover too much content and/or use unsuitable resources in lessons. This means that pupils become confused and sometimes misunderstand the intended learning. Leaders should ensure that staff have the necessary knowledge and skills to deliver the curriculum effectively.
- There are some missed opportunities to move pupils more swiftly through the school's phonics programme. As a result, some pupils may not learn to read as quickly as they could. Leaders should ensure that staff use all opportunities to get children off to a quick start with their reading.

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	104225
Local authority	Walsall
Inspection number	10228012
Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair of governing body	Lesley Foster
Headteacher	Catherine Draper (executive headteacher)
Website	www.shortheathfederation.org.uk
Date of previous inspection	28 March 2017, under section 8 of the Education Act 2005

Information about this school

- Rosedale Church of England (CofE) Infants School is part of the Short Heath Federation, together with Lane Head Nursery School and Short Heath Junior School. Each school has its own head of school. There is one executive headteacher and one governing body with overall responsibility for all three schools. The head of school position at Rosedale Infants is shared by two co-heads.
- Leaders do not make use of any alternative provision for pupils.
- The school is a voluntary controlled CofE school. The most recent section 48 inspection under the Education Act 2005 for schools of a religious character was carried out in March 2023.

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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the two heads of school, senior leaders, middle leaders, members of staff, a member of the quality assurance team from Walsall local authority and three members of the governing body.
- Deep dives were carried out in early reading, English, mathematics, PE and history. These included discussions with subject leaders, visits to lessons and scrutiny of pupils' work. Inspectors also spoke to pupils and watched pupils read to a member of staff.
- Inspectors scrutinised a range of documents, including leaders' self-evaluation, school improvement and curriculum documents. They also looked at documents published on the school's website. Inspectors looked at pupils' attendance, behaviour and safeguarding records.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View. This included free-text comments. They also took account of responses to Ofsted's online staff survey and responses to Ofsted's pupil survey. They spoke to parents on the playground.

Inspection team

Mel Davies, lead inspector	Ofsted Inspector
Gail Brindley	Ofsted Inspector
Emma Gater	His Majesty's Inspector

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