

Inspection of a school judged good for overall effectiveness before September 2024: Rosehill Infant and Nursery School

Reginald Street, Derby, Derbyshire DE23 8FQ

Inspection dates:

10 and 11 December 2024

Outcome

Rosehill Infant and Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy at this school. They are well cared for, and staff do their best to ensure they learn well. Pupils are well supported to study an ambitious curriculum. Many exciting activities, including special visitors and events, enrich their experience of school.

Pupils live up to the school values and 'REACH for the stars.' First and foremost, pupils are incredibly respectful. They celebrate their individual uniqueness and vast variety of cultures. They behave very well and show great enthusiasm for learning. Pupils take pride in their work and showing off their growing knowledge in creative ways.

Pupils talk about being 'one big happy family'. Parents and carers typically feel included. They come into school for yoga, playgroup, and English classes, for example. One parent, typical of many, commented: 'The whole school goes above and beyond for the families as well as the children.' The school recently achieved an award for tremendous work in helping parents actively participate in their child's education. Although the school community speaks many languages, communication is very strong.

The school encourages all pupils to be aspirational. The school works hard to overcome barriers so that pupils are well prepared for junior school.

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

Children in the early years get off to an excellent start with their education. The school has trained staff to improve the focus on children's language development. While children are immersed in exciting activities, staff skilfully extend children's talk. The classrooms provide a calm and purposeful atmosphere, supporting all areas of children's learning. Children practise counting while playing hide and seek and board games. Their growing

understanding of number is impressive. They learn to solve problems while wrapping a big present to put under the tree, for example. They use teamwork to carry a block to make a ramp.

The curriculum is both engaging and ambitious. The school has ensured it reflects pupils' interests and their needs. For example, it helps pupils understand where they live and know about the places where many of them have come from.

Learning to read is at the heart of the curriculum. Phonics is a priority. Attainment in phonics is not as high as it should be. This is because pupils are often arriving at the school at the very early stages of speaking English. They have no phonic knowledge and have little practise outside of school. The school effectively supports these pupils and those who struggle with reading. Pupils make tremendous progress with their phonic knowledge. This is evident in their writing too.

The school has worked hard to improve the implementation of the curriculum. Teaching is adapted effectively for pupils with special educational needs and/or disabilities (SEND) and those who are in the early stages of learning English. Pupils benefit from staff translating in a range of languages. Teachers use pictures and actions to support pupils' understanding of important vocabulary. Sometimes, teachers present pupils with a lot of new information at once. This makes it hard for pupils to understand. This is where the school has not made clear enough exactly what pupils need to learn and remember.

Teachers systematically check pupils' understanding and quickly address any misconceptions. They regularly revisit previously taught content to help pupils remember it. Sometimes, pupils do not remember as well as they could. This is because they sometimes have limited practise in securing new knowledge.

The curriculum supports pupils' personal development. It helps pupils learn how to be physically and mentally healthy. The school promotes pupils' 'physical literacy' through fitness sessions and daily 'Wake and Shake'. Pupils know about eating healthily, sleeping well and maintaining their personal hygiene. They are learning to recognise their feelings and know what to do if they are unhappy. Pupils are well prepared for life beyond school. They have an incredible respect for the law as well as different cultures. Through assemblies, for example, they learn how to be responsible citizens. Pupils are keen to hold roles such as school councillor or playground buddy.

Pupils absolutely love being at school, but they do not attend as often as they should. The school works extensively with parents to improve attendance so that pupils do not miss out on their education.

Governors are highly skilled and effective in their roles. They thoroughly ensure that the school strives for the best possible education for all pupils. Staff are equally committed to the school and the vision for pupils. They feel well developed and supported. Just like the pupils, they are happy here and are proud to be part of the school 'family'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- What the school wants pupils to learn is sometimes not precise enough. As a result, teaching presents pupils with too much information for them to understand at once. Pupils do not gain a secure understanding of what they are being taught. The school should ensure that precisely what pupils need to learn and remember is made clear.
- Sometimes, teaching does not provide pupils with enough opportunities to practise what they are learning. This makes it hard for pupils to remember what has been taught and limits the depth of their learning. The school should ensure that teaching provides pupils with sufficient opportunities to practise with new knowledge so they can remember well what has been taught.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in February 2020.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112733
Local authority	Derby
Inspection number	10347367
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	212
Appropriate authority	The governing body
Chair of governing body	Karen Clark
Headteacher	Helen Kelk
Website	www.rosehillinfants.co.uk
Dates of previous inspection	26 and 27 February 2020, under section 5 of the Education Act 2005

Information about this school

- The headteacher is also executive headteacher of a local nursery school.
- The school does not currently use any provider of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This is the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector met with representatives of the governing body, and she also spoke with a representative from the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector listened as pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site during breaktime.
- The inspector spoke with groups of pupils and staff. She spoke to parents and considered the responses to Ofsted Parent View. The inspector also considered the responses to Ofsted's surveys for staff.

Inspection team

Claire Stylianides, lead inspector

His Majesty's Inspector

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