

Rosslyn School

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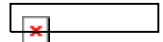
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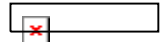
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Introduction and summary

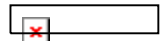


Purpose and scope of the inspection



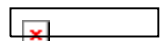
This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school



Rosslyn School is a long-established, co-educational school for pupils aged 2 to 11 years. It has 95 pupils on roll and is situated near the boundary of Birmingham and Solihull. The present owner bought the school in December 2003. Almost all pupils are of Asian or Afro-Caribbean ethnicity and live within a few miles of the school. There are no tests on entry and no pupils have statements of special educational need, although some receive extra support for learning. Upon leaving the school, about half of the pupils transfer to local grammar schools. The school aims to *offer individual attention and an excellent learning environment, which is sensitive to the needs of the individual child*.

Summary of main findings



Rosslyn School is a good school which has made significant improvements recently through the very effective leadership of the headteacher. Its strength is in the high standard of pastoral care provided for pupils. The teaching is good and leads to pupils achieving well. The curriculum is broad, although there needs to be a more equitable balance in the time spent teaching some subjects. Pupils are very well behaved and there are particular strengths in the way the school promotes pupils' moral and social development. The accommodation is currently satisfactory, but there are ambitious plans in place for expansion and improvement in the facilities.

What the school does well

- it ensures high standards of welfare and health and safety;
- its provision for pupils' moral and social education is very good;
- it has created a climate where pupils are very well behaved;
- its ensures that teaching and learning are good, so that pupils achieve well; and
- its provision for pupils' spiritual and cultural development is good.

What the school must do in order to comply with the regulations

- provide further training for staff in child protection issues;
- make available for parents and others the information set out in section 6 of this report; and
- amend the complaints procedure to include the items detailed in section 7.

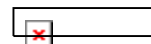
Next steps

Whilst not required by the regulations, the school might wish to consider the following points for development:

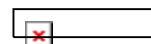
- when resources allow, provide a space for practical work, for example for science and design and technology (DT); and
- review the time allocated for teaching for each subject to ensure appropriate balance and consistency of provision across all classes.

Compliance with the regulations for registration

1. The quality of education provided by the school



The quality of the curriculum

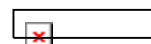


The curriculum is satisfactory. It is broad but there are some aspects of its balance which need further attention. Pupils in the Foundation Stage have a programme of activities appropriate to their needs. All subjects of the National Curriculum are offered, including religious education. French is taught to all classes. Personal, social and health education (PSHE) has been introduced recently and will be fully implemented in September 2005. The time given to subjects varies too much from class to class and so pupils receive an uneven provision. Some lessons are too long for younger pupils.

There are good policies in place for all subjects of the curriculum and they make some useful references for teachers to cross-curricular learning. The content of the curriculum is mainly derived from the materials of the National Strategies or nationally-produced teaching materials. This ensures an effective coverage of the National Curriculum. The teaching of information and communication technology (ICT) is not well established because there are currently limitations with equipment and staff expertise. However, steps have been taken to remedy this by providing an ICT room when the school expands and through the appointment of an ICT specialist teacher for next year.

A good range of extra-curricular activities is available. Some pupils have recently enjoyed a residential trip to France. Visits of local interest are arranged to stimulate the teaching and learning of some subjects, for example a history visit to a Roman site and cultural visits to the theatre. During the week of the inspection the pupils participated, with energy, enthusiasm and a good deal of skill, in a well-organised sports day.

The quality of the teaching and assessment



The quality of teaching is good. Teachers plan their lessons well and make use of the national guidance on early learning goals and the National Literacy and Numeracy Strategies. They provide appropriate activities and enable pupils of all abilities to make at least satisfactory, and often good, progress. Teachers have generally good subject knowledge, although further training in ICT is required. They use teaching strategies such as questioning and direct instruction to introduce new work and to reinforce previous learning. Teachers' warm and friendly relationships with pupils make an effective contribution to the positive learning atmosphere in classrooms.

Since taking up her position at the school, the headteacher has taken the lead in raising staff expectations of their planning and teaching methods, both of which are monitored regularly. This, along with further planned opportunities for staff training, is having a positive impact on the overall quality of teaching and learning. Classroom resources, such as books and other materials, have recently been improved, and teachers make good use of these.

A feature of the good lessons is the teacher's ability to provide a good variety of activities so that pupils are not spending too much time at one task, thereby maintaining their interest and motivation. These lessons move along at a good pace. Teachers use effective questioning skills, so that pupils

are required to make considered responses. Challenging tasks are set and there is an emphasis on developing pupils' language and making them think. Lower-attaining pupils are well supported with work appropriate to their abilities. When pupils with special educational needs are withdrawn for individual tuition, they receive good teaching which is matched closely to their needs.

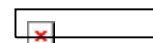
Where teaching is no more than satisfactory, pupils are not provided with tasks which are sufficiently challenging and as a consequence the pace of their work and progress is slower. There are limited opportunities for collaborative working or discussions between pupils during lessons.

Assessment is currently satisfactory, although recent procedures developed by the school are good. Pupils are regularly assessed against nationally agreed criteria as well as the benchmarks required to prepare them for 11+ examinations. The school is now beginning to use information from assessments of pupils' work to track their progress and set targets for improvement. This should enable staff to identify strengths and weaknesses in the learning of individuals and groups of pupils. The quality of teachers' marking is variable, with some good examples of helpful comments which indicate how well pupils are doing and how they can improve their work.

Does the school meet the requirements for registration?

Yes.

2. The spiritual, moral, social and cultural development of pupils



The school makes good provision for pupils' spiritual, moral, social and cultural development. There are particular strengths in the way the school promotes pupils' moral and social development, which is very good. Adults make effective use of opportunities to reinforce guidelines for good behaviour. The school provides a clear moral code; pupils understand the school rules and can distinguish right from wrong. Pupils' relationships with adults and between themselves are very positive and all members of the school community show consideration and respect for others.

Pupils are well behaved, polite and communicate confidently with adults and each other. Year 6 pupils are designated prefects and respond well to their responsibilities, such as helping younger pupils around the school or in the playground.

Lunchtimes provide very pleasant social opportunities. For example, the reception class pupils were observed sitting politely at their tables, with music playing in the background, and taking turns to serve themselves.

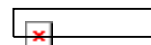
A new PSHE scheme, to be introduced next term, puts this subject into a structured framework, providing for planned progression in pupils' personal and social skills and their awareness of health-promoting issues.

Provision for pupils' spiritual and cultural development is good. The school's intake reflects a diverse ethnic mix and a range of religious festivals are celebrated throughout the year, with some visits to places of worship taking place. The school promotes tolerance and harmony between different cultural traditions, although currently there is a limited range of resources available to support pupils' spiritual and cultural development.

Does the school meet the requirements for registration?

Yes.

3. The welfare, health and safety of the pupils



The school makes very good provision for pupils' welfare, health and safety. There is a comprehensive range of policies and guidelines which meet the registration requirements. Every precaution is taken to ensure the welfare, health and safety of its pupils. For example, detailed risk assessments are undertaken for trips outside school premises. Appropriate fire safety checks and evacuation drills are carried out. Records of pupils with medical needs or dietary requirements are kept and made known to relevant staff. Accidents are recorded and there are sufficient members of staff qualified in First Aid.

Staff are very caring and supportive. They know pupils well and provide a positive environment in which pupils develop self-esteem and confidence. Pupils report that they feel able to talk to members of staff if they have worries or concerns and that any problems are dealt with promptly. They are closely supervised at all times on the school premises.

Teachers and support staff have high expectations of pupils' behaviour. Consistently-applied discipline and anti-bullying policies underpin the very good behaviour of the pupils, both in class and around the school. Pupils are rewarded for good work and behaviour through a merit system.

A strong emphasis is placed on promoting healthy eating and pupils are encouraged to bring in a mid-morning snack of fruit or vegetable. Healthy meals are cooked on the premises for all pupils.

The school is committed to reviewing facilities should a disabled child be admitted to school. Plans to extend the premises take into account the school's desire to increase accessibility and fulfil its duties under the Disability Discrimination Act 2002.

The headteacher has designated responsibility for child protection, and all staff are aware of appropriate guidelines in recognising and protecting pupils from abuse. There is a need for recent and relevant training to a standard set by the Area Child Protection Officer (ACPO). This is required as a result of newly introduced legislation.

Does the school meet the requirements for registration?

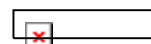
The school meets all the requirements except one.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- implement fully Department for Education and Skills guidance: 'Safeguarding Children in Education', which states that the designated person must undertake training to a standard set by the ACPO (paragraph 3(2)(b)).

4. The suitability of the proprietor and staff



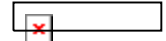
The school is owned by the headteacher and members of her family, who purchased it in December 2003. Teachers are suitably experienced for their roles. Checks with the Criminal Record Bureau have been made on staff who have recently joined the school and the other staff are in the process

of being checked. Appropriate references and checks on staff are taken up prior to their appointment.

Does the school meet the requirements for registration?

Yes.

5. The suitability of the premises and accommodation



Currently, the school has satisfactory accommodation. It is housed in a 1920s semi-detached property but the new owners are in the process of buying the adjacent semi-detached property and intend to create a larger school. At present, the nursery is a few minutes walk away, but this will be incorporated into the school after the development. Most classrooms are in a building at the rear of the property; this is in good condition and rooms are enhanced by the use of pleasant displays of pupils' work. The standard of decoration and tidiness is good and the sizes of rooms are sufficient for the current teaching groups. There is no specialist accommodation for practical work, such as science or DT, and this imposes limitations on the provision in these subjects. Although there is no specific dining room, and pupils eat lunch in some classrooms, this is managed well.

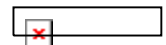
There are sufficient toilet facilities for boys and girls. They are clean and provided with suitable facilities to maintain good standards of hygiene.

Pupils have the use of a generous playground at the rear of the school but there is no grassed area. However, they are taken to a nearby sports field and good use is made of a local sports centre for physical education.

Does the school meet the requirements for registration?

Yes.

6. The quality of information for parents and other partners



Parents are provided with good information. There are regular newsletters to ensure that they are fully informed about forthcoming events. The school operates an 'open door' policy and in the pre-inspection questionnaire almost all parents reported that they would feel comfortable in approaching the school with a question or a problem. Good and detailed information on the school's curriculum is provided in the prospectus and through letters from class teachers. Information on the school's results in national tests is given in the prospectus and further information on pupils' attainment is provided through the two parents' evenings held each year.

Parents receive annual reports on their children's progress. These are helpful in giving an indication of what has been taught as well as comments on attitude and attainment.

Does the school meet the requirements for registration?

The school complies with most of the regulations.

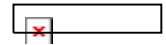
What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

provide to parents of pupils and of prospective pupils the following information:

- particulars of the school's policy on and arrangements for admissions, discipline and exclusions (paragraph 6(2)(e)); and
- it clear that parents of pupils and of prospective pupils may request the following:
- particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving (paragraph 6(2)(h)); and
- the number of staff employed at the school, including temporary staff, and a summary of their qualifications (paragraph 6(2)(k)).

7. The effectiveness of the school's procedures for handling complaints



The school has a complaints procedure and a copy of the policy is made available to parents and prospective parents. It is made clear that parents may express concerns informally in the first instance to the class teacher. If appropriate, an appointment to discuss matters with the headteacher is recommended and any complaints made are logged along with records of how these are resolved. Although these procedures meet five of the regulations, there are six regulations still to be met.

Does the school meet the requirements for registration?

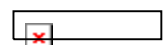
No.

What does the school need to do to comply with the regulations?

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- set out clear timescales for the management of the complaint (paragraph 7(c));
- provide for the establishment of a hearing before a panel appointed by the proprietor of at least three people who have not been directly involved in the matters detailed in the complaint (paragraph 7(f));
- provide for one person on the panel to be independent of the management and running of the school (paragraph 7(g));
- allow for parents to attend the panel hearing, and, if they wish, to be accompanied (paragraph 7(h));
- provide for the panel to make findings and recommendations and for the complainant, proprietors and headteachers, and, where relevant, the person complained about, to be given a copy of any findings and recommendations (paragraph 7(i)); and
- state that correspondence, statements and records of complaints are to be kept confidential (paragraph 7(k)).

School details



Name of school:	Rosslyn School		
DfES ref number:	330/6048		
Type of school:	Primary and nursery		
Status:	Independent		
Age range of pupils:	2 - 11 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 40,	Girls 49,	Total 89
Number on roll (part-time pupils):	Boys 4,	Girls 2,	Total 6
Annual fees (day pupils):	£3,285		
Address of school:	1597 Stratford Road Hall Green Birmingham West Midlands B28 9JB		
E-mail address:	office@rosslynschool.co.uk		
Telephone number:	0121 7442743		
Fax number:	0121 7442743		
Headteacher:	Mrs Jane Scott		
Proprietor:	Mrs Jane Scott		
Lead Inspector:	Dr Joe Tierney		
Dates of inspection:	27 - 30 June 2005		

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