



# Roselands Primary School

## Inspection Report

**Unique Reference Number** 117338  
**LEA** HERTFORDSHIRE LEA  
**Inspection number** 280049  
**Inspection dates** 9 November 2005 to 10 November 2005  
**Reporting inspector** Mr. Paul Cosway LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	High Wood Road
<b>School category</b>	Community		EN11 9AR
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01992 442407
<b>Number on roll</b>	192	<b>Fax number</b>	01992 471721
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Shirley Ward
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Jane Carson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 9 November 2005 - 10 November 2005	<b>Inspection number</b> 280049
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Roselands is an average-sized primary school, serving the north of Hoddesdon. Although this is a relatively advantaged area, pupils come from a range of backgrounds, including housing association accommodation. Fewer than average numbers of pupils have learning difficulties or disabilities and these have moderate learning difficulties. Almost all the pupils are of white British descent. The proportion of pupils who are eligible for free school meals is below average. The children enter the school with skills, knowledge and understanding which are typical for their age. The school has recently gained an Investors in People award for its management and development of staff and a NAACE mark award for its development and use of information and communications technology (ICT) throughout the school.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with many outstanding features and it gives good value for money. The school rightly judges itself to be good and has a realistic understanding of its strengths and areas for improvement. Provision is good in the Foundation Stage and pupils begin Year 1 with standards close to the national average. They make good progress through the rest of the school, because of their positive attitudes to learning and the good teaching, and they reach above average standards in the national tests by the end of Year 6. Standards have risen over the last three years, more than nationally. Pupils' personal development is outstanding. Pupils write well, but they do not always show the true quality of their work in writing tests. Improving the performance of pupils in the national tests for writing is the biggest challenge that the school faces. The ethos of the school is one of concern for individuals, inclusiveness, a love of learning, and good behaviour. Pupils enjoy their lessons and they appreciate the friendly and caring environment in school. The curriculum is outstanding in its range and quality, with particular strengths in music, ICT, art and physical education where standards are well above average. Assessment information is used very well by some teachers to track pupils' progress and provide work appropriate for their needs. The rest of the staff are being trained to raise their expertise in the use of data. Leadership and management are good. Aspects of the headteacher's leadership are outstanding. Ably supported by her senior team, she has improved test results, broadened the curriculum and won the school national recognition in the areas of sport and ICT. The team-work and high morale of the staff ensure that the school is well placed to improve further. The school is well thought of in the community and is regularly over-subscribed. Parents and carers are almost universal in their praise for all it does for their children.

### **What the school should do to improve further**

- Improve the quality of pupils' written work by providing further opportunities for them to develop their writing and improve their spelling and punctuation through editing and redrafting.
- Continue to develop tracking systems to monitor pupils' progress in subjects and use the information gained from assessment of pupils' work to help them to improve.

## **Achievement and standards**

### **Grade: 2**

Currently, standards are average in the Foundation Stage. They are slightly above average by the age of seven and above average in English, mathematics and science at the age of eleven. Standards in music, ICT and physical education are well above average, because the school's provision for these subjects is outstanding. Pupils make good progress as they move through the school, achieve well and meet challenging targets. In the 2005 national tests for eleven-year-olds pupils achieved well above average results in reading and science and above average results in mathematics. They

were below average in writing, not because they could not write well but because their imaginative approach did not always meet the test criteria for marking. The school has learnt from this and is now preparing pupils much more rigorously for the tests. The school needs to continue to develop the pupils' writing skills so that these problems are not repeated. Although this is a small school, it has a large and successful orchestra. A high proportion of the pupils learn to play musical instruments and they do so well. The quality of singing is a strength throughout the school and there is a large and tuneful choir which gives many public performances. Many sports are taught and the school excels in local and national competitions in cricket, rugby football, athletics and netball. Teachers and pupils are highly proficient with ICT and standards are well above average. Standards in art, history and geography are above average. The very few pupils for whom English is an additional language and others who have moderate learning difficulties or disabilities also make good progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being, including their spiritual, moral and social development, are outstanding and a strength of the school. The result is that pupils love learning and are very enthusiastic about everything on offer, and attendance is high. Cultural development is very strong. Examples of work range from skilful appliqued sewing-machine textile work, to sculptures in the style of Henry Moore. There are excellent opportunities to cook different types of food from around the world. Themed weeks based on different countries are used very well to immerse pupils in other cultures. The pupils are taught to be healthy and safe. The high quality of school meals leads to very high numbers of pupils having a cooked meal. Excellent physical education and after school sport, involving almost everyone, ensure that they are fit. Pupils thoroughly enjoy using computers to make films of each other to use for their literacy work. They have very good computer skills, which prepare them well for later life, and they learn business skills raising money for charity and for the purchase of additional resources that the very active school council decides are needed in school. Behaviour in the school is good overall. Younger pupils can become excited by their lessons and very lively, but by the time they reach Year 6, pupils' attitudes and behaviour are excellent.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good throughout the school. Teachers have very good relationships with their pupils and manage them well. They plan their lessons to interest the pupils and include a good range of tasks to keep them involved. The pupils respond by showing great enthusiasm for learning. The best teachers give their pupils clear, helpful guidance on how to improve their work. The school is working to share these skills more widely. In an outstanding numeracy lesson with Year 6, the teacher sustained a fast pace whilst

never allowing any pupils to fall behind. She had clear learning objectives, so that the pupils knew exactly what they were expected to achieve. She used a range of teaching and learning styles so that pupils who learn best from listening, or from seeing, or from relating concepts to practical experience, and those who need additional material to extend them, were all catered for very well. Year 6 pupils have been taught to keep on-going notes as lessons develop, so that they can refer to these later if they need them. This gives them ownership and responsibility for ensuring they understand what they are learning. All teachers use questioning well and structure lessons in such a way that pupils have useful opportunities for talking to partners about their ideas and working in small groups. Pupils develop good learning skills as a result and these help them to make good progress. Parents are very pleased with the quality of teaching and the guidance the school gives them on how to help their children.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding and serves the needs of learners well. It is rich, full and varied. The school prides itself on being up-to-date and innovative and this results in an exciting curriculum, to which pupils respond very well indeed. In all subjects, work is suitably matched to the needs of the higher attaining pupils and those with learning difficulties alike. There is good provision for literacy and numeracy. Particular strengths are the award-winning provision for ICT, the wide range of sports and extra-curricular activities and clubs, the excellent music and the rich range of art. Excellent use is made of visiting specialists for sport, dance and languages. This school is an avid and very successful competitor in local and national sports competitions, and a regular entrant in arts and music festivals. This rich tapestry, especially in art and music, is shared well with the community. Staff and visitors offer many additional activities purely for the love of it, going beyond the prescribed curriculum, and produce some stunning work. Good numbers of parents working in school help to make this possible. Staff and pupils alike are passionate about what they are doing and attendance at extra clubs and groups is high. There are many educational visits, which bring the curriculum to life, as well as a residential visit involving every Year 6 pupil.

## **Care, guidance and support**

### **Grade: 2**

The care and support for pupils and the guidance given to them in their personal development are good. Academic guidance is outstanding in some classes, but not all teachers are as skilled as the best at using assessment information to set targets for pupils to help them to improve their work. Child protection procedures are clearly understood and all necessary systems are in place to protect those children who need extra care and consideration. Good playtime equipment (purchased through the work of the school council) and the friendly, respectful, listening atmosphere in school, where children's worries are taken seriously, are all characteristic of this good quality care. Pupils are valued as individuals and all members of staff know the pupils and their families well. They make sure that the pupils are kept safe and secure during

lessons and at playtimes. Older pupils care for younger ones in this very friendly school. All parents are very pleased with the care and guidance given to their children. Many commented on what a happy and friendly school this is. The provision for all pupils with learning needs is good and helps them to make good progress in their learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. Aspects of the headteacher's leadership and management are outstanding. She has brought about significant improvements in the school since the last report, developing the use of ICT, for example, enriching the range of after-school activities and greatly improving the understanding and use of assessment data. In this, she has been considerably helped by her senior team, as well as by all staff. Her management skills have ensured that the staff works as a team and their morale is high. The benefits of this work can be seen in improved performance in the classroom and a very strong foundation for future improvement has been laid. Parents are very appreciative of the way the school is led and the many ways in which it is continuing to improve. Many comment on the productive, ordered and happy atmosphere. They recognise that it is an inclusive school, in which all have equal chances to succeed. The views of parents and pupils are sought and they contribute well to school development. The school is managed well. Staff are deployed well and concern for the progress, security and well-being of the pupils is paramount. The governance of the school is good. Many governors have a good knowledge of its work and are monitoring its work effectively. Many have professional expertise that is used well to help the school in, for example, its financial controls and building projects.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for your help when we visited your school. We were very impressed by how much you enjoyed your lessons. Your behaviour in school and in the playground was good. You told us how friendly everyone is to each other, both children and grown-ups. We believe you, because you were very friendly to us and welcomed us into your school. The inspection team has decided that your school is good, with some outstanding features. These include the way that it helps you to grow up to be responsible, caring and able to think for yourselves. All the adults in school care for you well. You love your school and feel safe. The teaching is good and you have interesting and enjoyable lessons. This helps you to make good progress. By the time you reach Year 6 most of you reach standards above those in most other schools. Some of you write very well, but we think you could make faster progress in learning to write. We have asked your teachers to give you more opportunities to improve your writing. We have also asked teachers to tell you more often what is good about your work, and how you can improve it further. Your headteacher is leading the school very well indeed and, overall, the leadership and management of the school are good. We are certain that the school will continue to improve. Standards are rising. A particular feature is the richness of the work you do in music, art, ICT and physical education. We know that you enjoy these subjects very much. You also have lots of excellent clubs, activities and trips. Both you and your parents think that this is a good school and you are right. Enjoy your time at school and continue to work hard. Best wishes for the future