

# Roselands Primary School

## Inspection report

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<b>Unique Reference Number</b>	113242
<b>Local Authority</b>	Torbay
<b>Inspection number</b>	311171
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Michael Barron

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Monica Rook
<b>Date of previous school inspection</b>	13 January 2003
<b>School address</b>	Lynmouth Avenue Paignton TQ4 7RQ
<b>Telephone number</b>	01803 525375
<b>Fax number</b>	01803 665104

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<b>Age group</b>	4-11
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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. Pupils come from a variety of socio-economic backgrounds and nearly all are from White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above the national average. During the past few years the school has experienced significant changes in teaching staff. The previous headteacher resigned in the summer of 2007 and a new headteacher has been appointed for January 2008. The school is presently led by an acting headteacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section (13) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the achievement and standards in writing and mathematics of pupils in Year 1 to Year 6.

This is a school that is beginning to show the first signs of improvement after a period of decline. However, this improvement is not yet fast enough. Achievement is presently inadequate and standards are low because pupils do not do as well as they should in their writing and mathematics. Standards rose gradually following the last inspection but then declined significantly in 2006, and continued to decline in 2007, especially in English. The school has been affected by considerable staffing changes and disruptions in leadership and management in the last two years and this has had a negative impact on pupils' progress.

Since her appointment the acting headteacher has led the school with drive and determination and has successfully built a team that shares a common commitment to doing their best for pupils and raising standards. She has ensured that the school has made good use of the help and rigorous support it has received from outside agencies, including the local authority, to analyse and evaluate itself well. As a result, the school has recently developed systems to check and measure its performance and has started to implement strategies aimed at bringing about improvements, especially in evaluating pupils' progress and in improving teaching. Actions now being taken are already bringing about improvements in the quality of the teaching and learning and this can be seen clearly in both pupils' work and in information from the school's systems for tracking pupils' progress. Much still remains to be done if standards and achievement are to rise in order to prepare pupils adequately for the next stage of their education, but the green shoots of progress are beginning to appear and the school is able to demonstrate a satisfactory capacity to make any necessary improvements.

Children enter the Foundation Stage with lower skills than those expected for their age, especially in relation to their language development. They make good progress and achieve well because of good teaching so that, on entry to Year 1, their standards are only slightly below national expectations for their age, although their language development remains lower. There are emerging signs that pupils are now beginning to make satisfactory progress in Year 1 to Year 6 because the quality of teaching is starting to improve. However, this has not yet filled the gaps in pupils' understanding and skills caused by their slower previous progress. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the effective level of support they receive. However, more able pupils are not always provided with work that offers them the challenge they need to make the progress they are capable of.

Personal development and well-being are satisfactory and pupils have good attitudes to learning. Pupils describe school as a friendly place where they feel safe and secure. They enjoy school and try hard to do well. One pupil said that he felt that the pupils and staff were 'One big happy family'. Behaviour is satisfactory overall, though better in lessons than in the playground. Pupils make sensible and healthy choices and take on responsibilities such as serving on the school council, seriously. Their spiritual awareness is good and their social and moral development is satisfactory, as is their appreciation of their own culture although their awareness of the cultural diversity of modern British society is not as well developed.

The curriculum is satisfactory and is enriched by a range of additional activities that further develop pupils' enjoyment of learning. However, there are presently few after-school activities available for pupils. The level of care, guidance and support for pupils contributes satisfactorily to their sense of well-being.

Leadership and management are satisfactory. The school's senior leadership team supports the acting headteacher well. Parents comment on how the leadership of the school has improved recently. However, the governing body is only now beginning to offer a realistic level of challenge to the school.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children make good progress in the Foundation Stage because of good teaching, which effectively blends independent learning with teacher-directed tasks. Children develop positive attitudes to learning and enter Year 1 with skills that are close to those expected nationally, with the exception of their language development. The curriculum is good. Children settle quickly into new routines and are provided with a range of practical activities which cover all areas of learning and provide children with regular opportunities to develop their early numeracy and literacy skills. Teachers and teaching assistants work well together to ensure that children are provided with a good level of care, guidance and support. However, on rare occasions, some children do not make the progress they are capable of because they find working independently too challenging.

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

- Raise standards and achievement in English in Year 1 to Year 6 by improving the quality of pupils' written work.
- Raise standards and achievement in mathematics in Year 1 to Year 6 by developing pupils' basic calculation skills and their use in problem solving.
- Ensure that more able pupils are given suitably challenging work in order to make the progress they are capable of.
- Increase pupils' awareness and understanding of the multi-cultural nature of modern British society.

## **Achievement and standards**

### **Grade: 4**

Standards and achievement are presently inadequate in Year 1 to Year 6 and standards in English, mathematics and science are currently low compared to those reached by pupils nationally in both Year 2 and Year 6. However, the school has recently put into place several initiatives aimed at improving achievement. These have focused on developing pupils' basic calculation skills in mathematics and improving their ability to construct sentences correctly, especially when writing longer pieces of work. Pupils are now just beginning to show the signs of making satisfactory progress as a result and some pupils are making rapid progress because of their underachievement in the past.

Although pupils with learning difficulties and/or disabilities make satisfactory progress, the progress of more able pupils is limited because they are not always provided with work that suitably matches their abilities.

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

### **Grade: 3**

Pupils are friendly and polite. They enjoy school and have good attitudes to learning. However, this is not reflected in their average attendance rates. Pupils respect one another and talk sensibly about their feelings and beliefs. They know the school rules and enjoy the recognition they receive when they are rewarded for good effort or showing positive personal qualities. They realise the importance of keeping safe and have a good understanding of right and wrong. However, whilst behaviour in lessons is consistently good, some pupils find behaving well in the playground quite challenging. Pupils understand the importance of keeping fit and making healthy choices but do not always demonstrate this with their playtime snacks. The unsatisfactory achievement of pupils in developing their basic numeracy and literacy skills does not prepare them adequately for their later life.

The school council gives pupils an active role in school decision-making and pupils are also involved in the local community and in charitable fundraising. Whilst their spiritual, moral, social and cultural development is satisfactory overall, they have yet to gain a realistic understanding about the customs and traditions of people living in this country who are from different cultural backgrounds

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Children get off to a good start in the Foundation Stage because teaching is good and caters for their needs effectively. Teaching is satisfactory throughout the rest of the school. Relationships between staff and pupils are good and pupils are keen to learn. Lessons are usually well organised and teachers work well together, and with teaching assistants, to ensure that most pupils are provided with the level of support they need to make satisfactory progress. However there are occasions when the pace of lessons slackens and pupils lose interest in what is going on. There is also a lack of challenge for more able pupils in some lessons and they do not always make the progress of which they are capable.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is broad and balanced and provides opportunities for pupils to develop their literacy and numeracy skills in other subjects. The school provides an interesting and varied programme of personal, social and health education to promote pupils' personal development. A range of visitors to the school and visits to places of interest, such as to the Golden Hind, further enhance pupils' experiences of the world around them. Provision for pupils with learning difficulties and/or disabilities is satisfactory and helps these pupils to make sound progress. The school provides a limited number of out of school clubs to support and develop pupils' interests, mainly in sporting activities, but there are fewer opportunities for pupils to follow other interests and talents.

## Care, guidance and support

### Grade: 3

Parents value the way the school cares for their children and comment about the 'fun and family atmosphere' the school provides. Pupils say they feel safe and well looked after. They know there is always someone to turn to if they have a problem.

Health and safety routines are fully in place. Arrangements for child protection have recently been reviewed and arrangements made for staff training in the near future. Induction and transfer arrangements are good and help pupils settle quickly into new routines. Vulnerable pupils are supported satisfactorily and make the same progress as other pupils.

However, although the school has recently introduced formal procedures to track how well pupils are progressing, pupils' understanding of what they need to do to improve is sometimes hampered because personal targets are not always written down by teachers in child-friendly language.

## Leadership and management

### Grade: 3

The acting headteacher has worked well to ensure that governors and staff have made effective use of the good level of external support they have been provided with in order to thoroughly analyse the school's performance. Even so, the school has only recently developed an accurate view of its own effectiveness and what it needs to do to raise standards and achievement. This is reflected in the improved quality of the school's most recent forward planning. The leadership team is now focused on raising achievement and standards and there are already signs of improvement.

Governors support the school satisfactorily and are now more aware of the issues facing the school. However, the governing body now needs to be more systematic in the way it evaluates the school's performance and challenges it to do better.

Resources are good and are used well. Links with external agencies are good and support pupils' learning effectively.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

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

22 November 2007

Dear Pupils

Inspection of Roselands Primary School, Paignton, TQ4 7RQ

Thank you for making us feel very welcome during our visit to your school. We really enjoyed our two days and especially enjoyed talking to some of you about what you like the most about your school and seeing you work in lessons.

At present, we feel your school is not doing as well as it should, because the standards in writing and mathematics many of you are reaching are too low and you are not achieving as well as you should.

- Here are some of the things we particularly like about your school:
- You are polite, behave well in lessons and get on with each other well.
- You enjoy being at school and try hard to do your best.
- Children in the Reception class make good progress because of good teaching.
- Your acting headteacher, her staff and your school governors are working hard together to make sure that your school improves in the future. We believe your acting headteacher and teachers can do something to make your school better. We have asked them to:
  - Make sure you improve your writing and mathematics.
  - Make sure that the work given to more able pupils is not too easy.
  - Help you to gain a broader understanding about the customs and traditions of people living in this country who are from different cultural backgrounds.
  - Make sure that you all understand what your personal targets are and that you work towards achieving them.

You can help your school to get even better by continuing to work hard.

We wish you the very best for the future.

Yours sincerely

Michael Barron (Lead inspector)

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