

# Roselands Infants' School

## Inspection report

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<b>Unique Reference Number</b>	114459
<b>Local Authority</b>	East Sussex
<b>Inspection number</b>	311610
<b>Inspection date</b>	11 July 2008
<b>Reporting inspector</b>	Graeme Bassett

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Gurney
<b>Headteacher</b>	Christine Rendle
<b>Date of previous school inspection</b>	1 November 2004
<b>School address</b>	Woodgate Road Eastbourne BN22 8PD
<b>Telephone number</b>	01323 726764
<b>Fax number</b>	01323 730883

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The inspector evaluated the overall effectiveness of the school and investigated the following issues: current achievement and standards, specifically in reading and science; the quality of teaching and the curriculum; and the effectiveness of leadership and management. Evidence was gathered from lessons, pupils' books, an assembly and discussions with the headteacher, staff, children, governors and some parents. In addition, a group of children discussed their views of the school and all parent questionnaires returned were examined. Other aspects of the school's work, personal development and well-being, and care, guidance and support were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments were not justified and these have been included where appropriate in the report.

The school is larger than most infant schools and draws most of its pupils from its immediate neighbourhood. There are nine classes with three in each year group. The proportion of pupils with learning difficulties and/or disabilities is well below average. When starting school in the Foundation Stage, children's attainment is broadly as expected for their age in most areas of learning, but below expected levels in their personal, social and emotional development, and also in their communication, language and literacy skills. The school has a number of awards reflecting its commitment to pupils' all round development. It has been awarded Healthy School award silver, Eco status, School Travel plan, Activemark for physical education and sports, Quality Mark 2 and Investors in People.

## 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. The leadership and management of the headteacher are excellent. She makes a significant contribution to the overall good leadership and management of the school. Together with the strong support of the deputy head- teacher, she provides an outstandingly clear direction to the work of the school. The enthusiastic leadership and management encourages all staff, parents and governors to share a powerful commitment to improve the quality of education even more. These determined efforts ensure there are many outstanding features in the school. The school's self-evaluation is accurate and decisive actions have been taken to improve pupils' reading strategies by strengthening the teaching of phonics and use of guided reading sessions. Such effective actions by the school's leadership demonstrate that the school has good capacity to improve further. The vast majority of parents express very positive comments and this is summarised by comments from parents such as, 'I cannot speak highly enough of the school.' Particular strengths are evident in the innovative and imaginative approach to planning an excellent curriculum. Purposeful links between subjects make pupils' learning more meaningful and they get overwhelming enjoyment from their learning because of this very positive initiative. They relate their experiences from visits enthusiastically and are proud of their work on different themes and topics. A small group of Year 2 pupils demonstrated this enjoyment particularly well when they gave a confident presentation about work they have undertaken over the past year. The stimulating and colourful displays of pupils' work, based successfully upon practical investigations and hands-on activities, reflect the wide and inventive curriculum. The robust approach to teaching reading and the introduction of guided reading are central to the improvements now evident in pupils' improved progress and standards.

Teaching is good overall, with the imagination and creativity with which teachers adapt the curriculum being outstanding. The planning is very detailed and takes account of the needs of the wide range of pupils' interests and abilities. Pupils have very good opportunities to assess how well they are doing and skilfully identify if they are meeting the targets for the lesson. They understand the targets set for them. Although the teachers intervene effectively to help them during lessons, there are inconsistencies in the marking across the school. The written comments are full of praise but do not give pupils sufficient help to show how they can improve.

Pupils now have a love of reading and this enthusiasm is used effectively in all subjects. As a result, the trend over the past five years shows that the school performs very well when compared with the national picture because of the good and sometimes, excellent teaching. In all instances, pupils are prepared very well for their next school and for later life. The successful maintenance of standards and achievement over a number of years is a result of the challenging targets set for each pupil. The youngest children get off to a good start in all areas of learning because of the outstanding leadership and management of the Foundation Stage. Pupils' achievement throughout Years 1 and 2 continues to be good because of the improvements made to the curriculum. As a result standards in Year 2 are currently above average overall in reading, writing, mathematics and science. Science standards are greatly improved. The proportion of pupils now exceeding the expected level in all these subjects has increased this year and is significantly above average. The quality of work in art, design technology and singing are also above the levels expected. The additional support given to those with learning difficulties and/or disabilities ensures that these pupils achieve extremely well. The provision made for gifted and talented pupils is good because they are challenged well.

Further strength of the school is evident in pupils' personal development and well-being which are excellent because of the outstanding care, guidance and support evident. Their spiritual, moral, social and cultural development is good with the social and moral awareness being particularly strong. Not surprisingly, behaviour is excellent. Every pupil is included in all that the school does and pupils' support for others around them is admirable. Pupils have outstanding attitudes to their work. Most pupils are very aware of the need to adopt a healthy lifestyle, regularly taking exercise and understanding the benefits of eating healthy food. They know that eating the vegetables they grow in the school garden is very good for them. They are very aware of how to stay safe and how to avoid taking unnecessary risks. All statutory requirements and procedures to ensure pupils' safety are in place. The pupils' 'Eco group' makes a good contribution to the school's community by composting left over fruit and by reminding others, including staff, to switch off unwanted lights. The school council is very well organised and acknowledges the fact that its initiatives to improve the school are valued. The links with other schools enhance pupils' social, sporting and musical skills very effectively.

Leadership and management responsibilities are delegated effectively and, as a result, high expectations are established for pupils' learning. Challenging targets are set that raise staff's and pupils' aspirations very well. The governing body is supportive and has been very active in establishing the outdoor area for learning. Some governors frequently help pupils with their reading. However, the governing body is not yet sufficiently involved in the analysis of all information made available to the school and this restricts their involvement in deciding and setting priorities for future developments.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The leadership and management of the Foundation Stage are excellent and the curriculum, which makes extremely good use of the outdoor facilities, is imaginative and creative. Children achieve well in the Foundation Stage because of the good and often outstanding teaching. The well-structured approach that improves the children's personal, social and emotional development initially is very successful and children rapidly develop their confidence and master skills of sharing and taking turns. The development of their language skills and knowledge follows on effectively because the range of language and literacy activities used promotes learning successfully. As a result, by the time children enter Year 1, nearly all reach the goals set for their learning in all areas. Many make very good progress in those areas of personal development and in their language skills where they were below expectations on entry to the school. Extensive records to plot each child's progress are maintained effectively and are used very well to identify children who need additional support. As a result, there is a good balance of directed tasks and opportunities to promote children's good levels of interest to ensure that all do as well as they can.

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

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- Establish a consistent approach to marking throughout the school so that written comments help pupils to understand how they can improve.
- Establish precise, systematic routines to involve the governing body in the analysis of school information so that it can take a more active role in deciding and setting priorities.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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?	No

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

11 July 2008

Dear Children

Inspection of Roselands Community Infants' School, Eastbourne BN22 8PD

Thank you for helping me when I recently visited your school. I enjoyed meeting you and finding out about your school. I found that your school provides you with a good education and that you do some very exciting things. There is a good team spirit in your school and it is a happy place.

These things are particularly strong in your school.

- Your headteacher provides outstanding leadership and management to the school.
- Throughout the school, staff have high expectations and very clear ideas of how to bring about improvements. As a result, it is a good school.
- The teaching is good and teachers plan interesting tasks for you that successfully link subjects together and make your learning more interesting and meaningful.
- You make good progress in all classes and by Year 2 your work is above average in reading, writing, mathematics and science.
- Your work in art and design technology is extremely good and the singing I heard in Year 2 was wonderful.
- You are all developing excellent attitudes towards your work and towards each other. You have an outstanding understanding about how to keep safe and how to remain healthy. I really enjoyed talking to you about your vegetable growing.
- You are very polite and your behaviour is excellent.
- Staff look after you and care for you really well.

There are still some ways in which your school could be better. We have asked your headteacher and governors to:

- Ensure teachers' marking helps you to understand how well you are doing and how to improve your work.
- Develop the role of the governing body so that the governors help with making decisions about developments for the future.

Once again, thank you for your help. You can help by asking your teachers how you can make your work better.

Graeme Bassett Lead Inspector