

Rosslyn School

Independent School

Inspection report

DCSF Registration Number	330/6048
Unique Reference Number	103573
Inspection number	322266
Inspection dates	4–5 June 2008
Reporting inspector	Jim Henry

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Rosslyn is a small, well established, co-educational primary school for pupils aged two to 11 years and is situated close to the border between Birmingham and Solihull. There are eight classes with 117 pupils. There is a variety of cultures represented in the school, with pupils from White British, African/Caribbean and Asian backgrounds. The school is non-selective and has a registered nursery included in the building. Few pupils have a statement of special educational need. Rosslyn aims to *'put a high emphasis on both academic achievement and educating the whole child.'* The school was last inspected by Ofsted on 27–30 June 2005.

Evaluation of the school

Rosslyn provides a good quality of education and pupils enjoy school due to the positive relationships with their peers and staff. Parents are overwhelmingly supportive and appreciate the good care and support provided. One parent wrote 'Overall I am very pleased with the school and the staff and most importantly my daughter loves it!'. The curriculum is broad and balanced and enables the school to meet its aim of educating 'the whole child'. The good standard of teaching and assessment ensures that pupils make good progress overall. Their spiritual, moral, social and cultural development is good, as is their behaviour. Pupils leave the school well prepared for the next stage of their education. The school has made improvements since the last inspection, especially in meeting the regulations regarding the information made available to parents and the procedures for handling complaints. The school now meets all but three of the statutory requirements.

Quality of education

The quality of the curriculum is good; it is broad and balanced, enabling pupils to make good progress. The curriculum closely follows the subjects of the National Curriculum and is enhanced by French being taught throughout the school. There is good provision for developing pupils' basic literacy and numeracy skills. Specialist teachers are used in French, speech and drama, physical education and information and communication technology to widen pupils' knowledge and understanding. To meet a number of parents' wishes, pupils are also prepared for the selective entrance tests to local grammar schools. To compensate for a lack of physical education facilities, the school uses sports amenities such as the local swimming

baths and athletics centre in order to develop pupils' physical skills. The curriculum is enriched through a wide variety of visitors in school, such as local community police officers. There are numerous trips to places of local interest including Warwick Castle, the Black Country Museum and the Ackers Activity Centre. Pupils also have the opportunity to take part in residential trips to France and Wales. These activities have a positive impact on pupils' enjoyment and achievement in school.

The quality of teaching and assessment is good and pupils clearly enjoy their learning. Relationships between staff and pupils are good. Pupils respond well in lessons and are confident in attempting tasks and asking and answering questions. The small numbers in classes allow teachers to work on an individual basis with pupils, enabling them to make good progress. Teachers have good subject knowledge and lessons are well planned with tasks that meet the needs of different groups of pupils, thereby promoting their self-confidence and esteem. Teaching assistants are deployed effectively and provide good support. Pupils are keen to learn and when they are fully engaged and involved in lessons, they make good progress. Where lessons are more teacher-led, the pace of learning slows and pupils begin to lose focus.

A range of sound assessment procedures are in place to measure pupils' attainment against national standards. They take the national tests in Year 2 and Year 6 and these are externally marked and moderated. Attainment in 2007 at the end of Year 6 in English, mathematics and science was well above the national average. A new system has recently been introduced to check pupils' progress in English and mathematics as they move through the school. While pupils are fully aware of their levels and targets, this new system is not fully embedded and used to identify any underachievement. Therefore, it has yet to have an impact on raising standards. Teachers mark work regularly and conscientiously. The school has recognised the need to ensure that teachers' assessment of pupils' work is consistent and accurately linked to national curriculum levels. While successful steps have been taken to achieve this in the assessment of pupils' writing, teachers' assessments in other areas are not yet good enough to ensure that they make consistent progress across the school. For example, marking in English is more effective than in mathematics in helping pupils know how to improve further.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is good. This is evident as they grow in confidence and self-esteem as they move through the school. Pupils say they enjoy school and demonstrate this in their good attendance and enthusiasm for all aspects of school life. They have very positive attitudes to their work, and behaviour is good in lessons and when they are off site representing the school. There are good relationships with adults and between pupils themselves. This contributes to a happy and productive learning environment. Pupils have a firm understanding of the difference between right and wrong and are well aware of the impact of their behaviour on others. The school promotes pupils' spirituality

successfully through the taught curriculum and particularly through assemblies, where pupils of all faiths have a period of reflection. They show high levels of tolerance and respect for those of different faiths and cultures. Pupils actively participate in fundraising for charities such as 'Acorns', which supports children with cancer, and Islamic Relief. They contribute to the local community by visiting and singing for senior citizens at Christmas and taking part in harvest festivals with local residents. Pupils willingly take on responsibilities including being members of the school council, representing the school at sporting events and participating in a debate as part of the city's Citizenship Week. The school's provision for developing pupils' personal qualities and academic skills prepares them effectively for their next stage of education.

Welfare, health and safety of the pupils

Provision for the welfare, health and safety of pupils is good. Arrangements for safeguarding them are good and meet all the requirements. Child protection arrangements are robust and an appropriate number of staff are trained in first aid. Pupils are supervised well both in school and on trips out of school. The school's anti-bullying and behaviour policies are of good quality and are implemented effectively. Pupils say that bullying is rare and if they have concerns they feel confident in approaching staff for the matter to be dealt with effectively. The school successfully uses sports amenities, such as the local swimming baths, athletics stadium and outdoor activities centre to promote pupils' healthy lifestyle. This is supported by encouraging them to have a healthy diet and they have fruit as a snack during morning break. Teachers have high expectations and there is an effective system for rewarding pupils' achievements. This successfully promotes good behaviour and a calm learning environment throughout the school.

There is a written health and safety policy and an appropriate policy and risk assessments for educational visits. Risk assessments of the premises are adequate. In 2005 a fire officer's report indicates a satisfactory level of fire safety and, following a programme of refurbishment of the premises, another inspection is planned for this term. Internal fire risk assessments are undertaken annually and fire drills are carried out each term. Electrical and fire fighting equipment are routinely tested to ensure it is fully operational. The kitchen area where food is prepared is clean and hygienic.

The school has not yet drawn up a three-year plan indicating how it will fulfil its duties under the Disability Discrimination Act (DDA) 2002

Suitability of the proprietor and staff

The school checks all personnel appropriately to ensure their suitability to work with children and keeps a single register of staff as required.

School's premises and accommodation

The premises and accommodation have been extended and developed effectively to provide a safe and attractive learning environment. All parts of the school are well maintained and decorated. The school has successfully used the space available to provide a pleasant garden and a hard surface area for play and outdoor activities.

Provision of information for parents, carers and others

The school provides clear information to parents in the prospectus and information pack, and a new website has just been put in place. Parents receive suitable written reports about their children's progress and are kept well informed through a variety of parents' evenings and meetings. The overwhelming majority of parents are pleased with the information they receive and are very supportive of the school. However, the school does not inform parents about the provision available for pupils with statements of special educational need and those for whom English is a second language should they apply for admission. In addition, it does not make parents aware that they can request information about results of any external tests or examinations from the preceding year.

Procedures for handling complaints

The school has made good improvements since the last inspection in implementing effectively a policy and set of procedures for dealing with complaints that fully meet the required regulations.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide particulars of educational welfare provision for pupils with statements of special educational need and for pupils for whom English is a second language (paragraph) 6(2)(f)
- ensure that parents are aware they can request particulars of academic performance during the preceding year, including the results of any public examinations (paragraph) 6(2)(i).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

What the school could do to improve further

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

- further develop and improve the accuracy of teachers' assessments to ensure that pupils make consistent progress across the school
- consolidate the use of pupil tracking procedures in order to identify and address any pupil underachievement.

School details

Name of school	Rosslyn School		
DCSF number	330/6048		
Unique reference number	103573		
Type of school	Primary		
Status	Independent		
Date school opened	1927		
Age range of pupils	2–11		
Gender of pupils	MI		
Number on roll (full-time pupils)	Boys: 64	Girls: 51	Total: 115
Number on roll (part-time pupils)	Boys: 0	Girls: 2	Total: 2
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Number of children receiving funded nursery education	Boys: 11	Girls: 13	Total: 24
Annual fees (day pupils)	£ 4350.00		
Address of school	1597 Stratford Road Hall Green Birmingham West Midlands B28 9JB		
Telephone number	01217442743		
Fax number	01217442743		
Email address	office@rosslynschool.co.uk		
Headteacher	Jane Scott		
Proprietor	Jane Scott		
Reporting inspector	Jim Henry		
Dates of inspection	4–5 June 2008		