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Mrs D Main
The Headteacher
Roselands Primary School
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Dear Mrs Main

Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 18 June 2008, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please also pass on my thanks to the pupils, governor, National Leader of Education and representative of the local authority (LA), all of whom gave their time to help with the inspection.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 21 and 22 November 2007, the school was asked to:

- raise standards and achievement in English by improving the quality of pupils' written work
- raise standards and achievement in mathematics by developing pupils' calculation and problem solving skills
- ensure that more able pupils are given suitably challenging work
- increase pupils' understanding of the multicultural nature of modern British society.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Since taking up her post in January 2008, the new headteacher has shown excellent leadership in addressing the areas for improvement. This is reflected in high staff morale and by increasing confidence in the school by parents and pupils. Strategies introduced are beginning to have a positive impact on raising standards. The headteacher has successfully developed a 'culture of achievement' in the school, about which pupils speak with enthusiasm. A good action plan is monitored very well and the evidence collected is used effectively to focus on identified shortcomings. The school receives good support from the LA, whose statement of action meets the

requirements, and, in particular, from the National Leader of Education and his school. The outcomes of monitoring are shared with staff, governors and the LA, but there is no group representing the various stakeholders that meets to take a strategic overview of the school's progress.

In English, effective support is beginning to raise standards in writing. Pupils report that the work is more challenging, and the school's data tracking their progress shows that, in some classes, progress is improving along with the quality of teaching. Marking is a strength which pupils say helps them to improve their work, as does the use of targets. However, the school's data also suggests that this year there is unlikely to be a significant improvement on the low standards attained in national tests and assessments at the end of Years 2 and 6 in 2007. Standards of presentation of work are very variable and the school rightly plans to introduce a policy for teaching this in the near future.

In mathematics, considerable progress has been made in improving teaching and pupils' progress. A very good policy for the teaching of calculation skills has been introduced and shared with pupils and parents, putting the latter in a better position to help their children at home. Pupils have more opportunities to solve problems and are confident in using key skills such as estimation. They recognise that more is expected of them, for instance by knowing their tables at a younger age. Whilst evidence of rising standards at the end of Years 2 and 6 is limited, data suggests that a higher proportion of pupils will attain the higher Level 5 at the end of Year 6 this year. As with English, marking is a strength, but the accurate assessment of pupils' progress in mathematics is a relative weakness. There is very strong subject leadership of both English and mathematics, very well supported by the headteacher who is herself a specialist in mathematics.

More able pupils report that they find the work more challenging and are rarely given tasks that are too easy. For example, Year 6 pupils are given tasks in mathematics that are more usually used with pupils of secondary school age. They increasingly use information and communication technology (ICT) to help them in their work. Those identified as gifted or talented have opportunities to attend workshops with other more able pupils from the local authority's schools. Staff feel more confident following training where they were given examples to demonstrate what might suggest high ability in pupils of different ages. However, as in some other aspects of the school's work, the use of assessment to identify the more able is not well developed, although much progress has been made in the use of work scrutiny and pupil progress meetings to improve assessment.

The school has yet to take any significant action to develop pupils' understanding of the multicultural nature of modern British society. This issue is identified in the school's action plan as an action for the autumn of 2008. Nevertheless, opportunities have been missed to introduce some aspects of this work as part of the other effective developments that have taken place in the school.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

A handwritten signature in black ink, appearing to read "P. Sadler", with a long horizontal flourish underneath.

Paul Sadler
Additional Inspector