

Roselands Primary School

Inspection report

Unique Reference Number	113242
Local Authority	Torbay
Inspection number	325779
Inspection dates	25–26 February 2009
Reporting inspector	David Edwards HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	208
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mark Rundle
Headteacher	Debbie Main
Date of previous school inspection	21 November 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lynmouth Avenue Paignton TQ4 7RQ
Telephone number	01803 525375
Fax number	01803 665104

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

Roselands is an average size primary school. Almost all pupils are of White British heritage. The proportion of pupils eligible for free school meals is below average. The number of pupils with learning difficulties and/or disabilities is above the national average, although the number of pupils with a statement for special educational needs is slightly below average. Most children begin school in the Early Years Foundation Stage in the Reception class, having transferred from the privately managed on-site nursery, which also offers before- and after-school care. The previous inspection in November 2007 issued the school with a notice to improve, because significant improvement was required in relation to pupils' standards, achievement and the development of their cultural awareness.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Roselands Primary is now a satisfactory and improving school. The overwhelming majority of parents who returned the Ofsted questionnaire are happy with the standard of education provided by the school. As one parent commented, 'Huge progress seems to have been made within the school, with clearer targets for children and increased enthusiasm of staff and efforts to improve parental involvement'. This comment accurately reflects what inspectors found amongst staff and pupils at the school.

At the centre of the positive picture of the school's development is the excellent work of the recently appointed headteacher. In the past year she has successfully united the school community and established a clear direction for school improvement. At the same time leaders have maintained the strengths of the school, in particular the care and support for pupils and the provision for children in the Early Years Foundation Stage.

The headteacher is dedicated to ensuring that the highest levels of care, welfare and education for all pupils are maintained. She has worked assiduously with her staff and governors to halt and turn around the decline in standards seen in recent years. Self-evaluation is thorough, with priorities for improvement correctly identified. However, leaders and managers have yet to ensure that teaching accelerates all pupils' progress to a pace that eradicates the legacy of past underachievement and ensures that all pupils reach their full potential. The school has engaged the support of the local authority and the National Support School to assist in staff training and development. As a result, teachers are becoming better equipped to achieve the high expectations. Actions set out in the school's comprehensive improvement plan are well chosen and carefully planned so that impact is evident in most areas in which it is needed. Good progress has also been made in addressing areas identified as requiring most development at the last inspection. For example, the school has worked effectively to strengthen community cohesion and develop pupils' cultural awareness, which are now satisfactory. This further demonstrates good capacity for further improvement. The reformed governing body is providing satisfactory support to the school. Currently, some governors lack the experience to hold leaders and managers rigorously to account with regard to pupils' standards and achievement.

The majority of children start school with skills that are below expectations. However, they settle quickly and make good progress, transferring to Year 1 with broadly average standards. Pupils make satisfactory progress in Key Stages 1 and 2 so that by the end of Year 6, standards are average and pupils' achievement is satisfactory. As one satisfied parent wrote of developments since the last inspection, 'There is better communication with parents and more opportunities to be involved in our children's learning'. Teaching and learning are satisfactory. Teachers' improved subject knowledge and use of assessment data has successfully halted the decline in standards. However, the school recognises that more needs to be done to accelerate the continuous development of pupils' basic skills within the curriculum. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good because of effective pastoral care. Strategies to support pupils' academic progress are now in place. The marking of work is thorough and effective in guiding pupils on how to improve their work. Pupils experience a broad range of activities to help them learn and most lessons proceed at a satisfactory pace. Plans are in place to develop the good curriculum further and make more of the local environment.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the safe and secure environment, settling quickly into routines. This is because the care of children is given a high priority and effective links have been forged with the adjacent pre-school. On completing their time in Reception, children have grown in confidence. Staff ensure that children make good progress in all areas of their learning. As a result, children are working well within the levels expected for their age. Children's personal development and well-being are also good. They love to talk to adults about what they are doing and interact well with each other, especially in the role-play area, which is currently a post office.

Children's progress is closely monitored and the information gained is used to plan the next steps in learning. Activities are flexible yet carefully planned to incorporate children's own ideas. For example, a recent trip to the local fire station originated from observing children at play, building on the interests they had shown. Teaching ensures an appropriate balance and range of child-initiated and adult-led activities. Children move freely between the well-resourced classroom and outdoor learning area. The leadership and management of the Early Years Foundation Stage are good. Staff are well trained and work efficiently as a team. Adults have a clear understanding of what is needed to ensure children's good progress, especially in teaching phonics and writing skills. Although the school has had some success in encouraging parents to become involved in their children's education, staff recognise that there is still more to be done in reaching out to some parents.

What the school should do to improve further

- Ensure that teaching accelerates the continuous development of pupils' basic skills and good progress within the curriculum so that all pupils achieve their full potential.
- Ensure governors provide effective challenge, as well as support, to leaders to maximise the impact and success of school improvement strategies.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards

Grade: 3

Children start school with skills that are below those expected for their age. They make good progress in their learning in the Reception Year. As a result of satisfactory progress in Key Stages 1 and 2, pupils reach standards that are broadly in line with the national average, and this represents satisfactory achievement overall. This is an improvement since the last inspection. Achievement and standards have improved as a result of better assessment procedures that effectively track pupils' progress in learning along with an appropriate whole-school focus on developing pupils' writing and numeracy skills. Additional support and intervention programmes are now effective in helping to remove barriers to pupils' learning. Evidence from national assessments, the school's own data, observations and pupils' work show that standards in English, mathematics and science at the end of Key Stage 2 are broadly average and are continuing to improve.

Personal development and well-being

Grade: 2

Pupils are proud of their school and enjoy their learning. In lessons they are keen to discuss ideas and persevere when challenged. They enjoy taking part in the wide range of clubs and activities on offer during and after school. Pupils' spiritual, moral, social and cultural understanding is good and their appreciation of other cultures is satisfactory. Pupils respond well to praise and rewards and show respect to others by valuing their achievements. Positive relationships exist between adults and pupils, with behaviour in lessons and around the school now good. Pupils are growing into mature young citizens as they progress through the school. They say the school is a friendly place in which they feel safe. On the rare occasions when inappropriate behaviour does occur, pupils are confident it will be dealt with swiftly.

Pupils enjoy the daily exercise routines and are keen to promote healthy living. The school takes appropriate steps to improve attendance, which is satisfactory. However, some families still take their children away on holiday during term time, reducing the overall attendance rate. Pupils make a positive contribution to the school and wider community. They have an effective voice through the school council and seek ways to improve school and community life. For example, pupils initiated a local poster campaign to eliminate dog fouling. Pupils work collaboratively in lessons, which contributes satisfactorily to the development of the skills necessary for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teachers plan together to provide lessons that stimulate pupils' interests. Information and communication technology (ICT) is used effectively to support pupils' learning and sustain their motivation. Pupils identified as more able now receive appropriate challenge in lessons. Although all pupils are given frequent opportunities to work independently or in groups, sometimes they are given work that is either too easy or too difficult and, as a result, their progress slows. A legacy of past underachievement throughout the school means older pupils in particular still have some way to go in making up for lost time. The school is aware of this issue and provides opportunities for pupils to catch up through early morning booster classes, which are popular with parents as well as pupils. However, not all teaching is sufficiently focused on accelerating pupils' progress to secure the higher standards necessary for pupils to achieve their potential.

Curriculum and other activities

Grade: 2

A creative curriculum stimulates pupils' interest, engages them in their learning and makes a significant contribution to their personal development. Science, literacy, art and ICT are often linked together through a topic approach, such as on 'Dartmoor' or 'Fair Trade', and the resulting work is carefully presented in high quality displays around the school. Although there are some good intervention programmes in place to support pupils in danger of falling behind, more work is necessary to ensure the continuous development of pupils' basic skills within the curriculum. There is a good range of extra-curricular activities and participation rates in clubs are high. The use of sports coaches and events such as Arts week enable pupils to work with

specialists. The school makes good use of the local community by both visiting local amenities and inviting visitors to share their experiences and expertise with pupils.

Care, guidance and support

Grade: 2

Adults are supportive and respectful of pupils' social and emotional needs. Vulnerable pupils are well known to staff, who work closely with outside agencies to provide good support. Procedures to safeguard pupils meet current government requirements and the school pays careful attention to pupils' health and safety. Good behaviour management systems are having a positive impact on learning, which is appreciated by pupils and parents. Intervention programmes to improve literacy and numeracy are mostly effective. However, pupils with learning difficulties and/or disabilities currently make satisfactory, rather than good, progress because the monitoring of their progress lacks rigour and sometimes the work provided is too hard for them. The marking of pupils' work is consistently good. Increasingly teachers are providing opportunities for pupils to self-assess their work and reflect on their learning. Consequently, pupils know their targets and talk confidently about what they need to do next to improve their work.

Leadership and management

Grade: 3

The outstanding leadership of the headteacher is the driving force ensuring sustained focus on school improvement. As a result of this clear vision for success senior leaders are giving increasingly effective support to the headteacher. Self-evaluation now involves middle as well as senior leaders and provides an accurate understanding of the school's strengths and weaknesses. Monitoring procedures are now fully embedded throughout the school. The use of information gained through monitoring is beginning to have a positive impact on raising standards and improving teaching and learning. Morale amongst teachers is good because communication systems ensure priorities for improvement are fully understood by all. In order to overcome the legacy of underachievement still present within the school, leaders and managers have yet to secure the desired higher standards for pupils and achieve rapid pupil progress. They recognise that there is further to go to improve teaching and the curriculum in order to ensure that all pupils reach their full potential.

The governing body is now at full complement and beginning to provide effective support to the school. Governors have become better trained and informed in understanding data, monitoring procedures and the school's priorities for improvement. However, although governors are committed to school improvement and are supportive, they do not ask leaders challenging questions regarding pupils' standards and achievement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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?	No

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

27 February 2009

Dear Pupils,

Inspection of Roselands Primary School, Paignton TQ4 7RQ

Thank you for the warm welcome you gave us when we visited your school. We enjoyed our visit and valued the opportunities we had to talk with you and see you in your lessons. In return, I want to tell you what we thought of your school. Yours is a satisfactory school. This means some things about your school are good, such as your behaviour and your attitudes to your work; and some things need to get even better, such as the progress you make in literacy and numeracy. The support and guidance your teachers provide for you is now often good. This means that with your best efforts, you should all be able to make more progress.

Your new headteacher is doing a very good job. She cares very much, not just about raising the standards of your work, which are now average, but also about ensuring you all grow up with the right attitudes and personal skills. She knows that this will help you in the future to enjoy life and contribute well to your community. Indeed, all the teachers and support staff are working closely with your headteacher to make this happen. Not only is your behaviour good, but you are also polite to adults and show enthusiasm for school. You are a credit to your parents and teachers; well done! You told us you know about how to stay healthy through regular exercise and a healthy diet. You and your teachers have good knowledge of computers. This understanding, along with your improving literacy and numeracy skills, means you are being prepared appropriately for the future. You are also good at caring for one another and finding ways to help make a difference in your community.

We have asked the leaders of your school to think of how they might improve things even more. In particular, we have asked them to focus on you all making better progress in your work so that you achieve good standards in your assessments. We would also like the school's governors to check more rigorously with your teachers on how well you are doing, so they can ensure your school becomes a good school as quickly as possible.

I am sure that if you continue to show the positive attitudes that we saw when we visited your school you will have great success.

Yours faithfully,

David Edwards

Her Majesty's Inspector