

Roselands Primary School

Inspection report

Unique Reference Number	117338
Local Authority	Hertfordshire
Inspection number	326580
Inspection dates	30 September –1 October 2008
Reporting inspector	Sarah McDermott

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)	180
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	16
Appropriate authority	The governing body
Chair	Mrs Shirley Ward
Headteacher	Mrs Jane Carson
Date of previous school inspection	9 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	High Wood Road Hoddesdon Hertfordshire EN11 9AR
Telephone number	01992 442407
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized primary school, serving the north of Hoddesdon. Most pupils are from White British backgrounds. Very few pupils do not speak English at home. The proportion of pupils who are eligible for free school meals is very small. Fewer than average numbers of pupils have learning difficulties and/or disabilities. The Early Years Foundation Stage (EYFS) consists of one class of Reception children.

The school has gained the Investors in People award, National Information and Communication Technology award (Becta) and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school is maintaining high standards not only in English, mathematics and science, but also in music, information and communication technology (ICT) and physical education. Links with parents are extremely strong. Pupils, staff and parents hold the headteacher and all her staff in high regard. A parent wrote, 'I am proud that my son is a pupil of such a hardworking, caring and happy school.' The headteacher and deputy have overseen many years of academic success. Pupils achieve well and standards are above the national average. Following a fall in English results in the Key Stage 2 tests in 2007, the school has worked successfully to pull standards back up to their usually high levels. The emphasis on improving writing has reaped rewards in the increased numbers of pupils producing high quality, lively prose.

The curriculum is excellent. An impressive range of activities in music, art, drama and sport boosts the pupils' experiences and adds to their literacy and numeracy abilities. Well-planned and stimulating trips take pupils out into the local area and develop them into healthy and safety aware citizens. As one parent commented, 'Roselands offers all the children a wealth of opportunities within school and the wider community'. As a result, it is not surprising that personal development is outstanding. The vibrant pupils have a real zest for learning. An almost tangible sense of spirituality is evident in the pupils' joy of singing and making music. Pupils are polite, well-adjusted and important ambassadors for their school. They all want to do their best. In an assembly, younger pupils beamed with pride when the whole school celebrated their talents in tag rugby. Attendance is above the national average.

Teaching and learning are good. Thorough attention to detail and very good relationships are the bedrock to promoting good achievement in the classroom. A good range of resources enlivens learning through plenty of 'hands on' activities. Teachers and support staff keep themselves well up to date with the latest professional developments. Teachers use data well to track how their pupils are progressing. Pupils are involved well in their learning. Marking helps them to improve from day to day. Nevertheless, they are not all clear about what they need to do to improve their writing, reading and number skills in the longer term. Pastoral care and welfare is second to none. Staff make sure they know exactly how to support pupils with particular medical or family needs. The school works very closely with families and professionals to give pupils who find learning difficult special assistance so they achieve as well as their peers.

The good leadership team has a very accurate knowledge of how well the school is doing. It heads a cohesive staff team who all sing from the same hymn sheet in putting the needs of individuals before administrative demands. Forward planning involves staff and governors well, but it is not precise enough on academic outcomes expected from proposed processes and projects. The school is well set up to improve even further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the EYFS with skills, knowledge and understanding typical for their age in most areas of learning. However, their competence in communication, language and literacy is less developed than expected. Achievement is good. In particular, children make great strides in their language skills because the Early Years leader and her staff are very consistent and patient in introducing new and exciting vocabulary. Stimulating outside activities in the autumn leaves

introduced children to words such as 'branch', 'bulb' and 'camouflage'. By the end of Reception the vast majority of children have reached their early learning goals.

Children's personal development is good. Behaviour is good. They sort out their initial squabbles and soon play well together. They settle very quickly because the Early Years team has a very thorough system of visiting nurseries and playgroups, as well as communicating very closely with parents. The children learn well because they are soon at ease with the Reception class adults and thoroughly enjoy the interesting, well-planned activities. These are well balanced, with opportunities for children to make independent choices as well as being guided appropriately by adults. However, on occasion adults do too much for the children and do not let them see if they can cope themselves. The Early Years leader manages the Reception class well. She is getting to grips with tracking each child's progress from the start, so that she can gauge how well children are doing and pass on accurate information to the Year 1 teacher. Pupils are safe and secure because staff look after their individual needs well. Transition to Year 1 is seamless because one teaching assistant moves with the children, spending the autumn term in Year 1 helping them settle into new routines.

What the school should do to improve further

- Ensure strategic planning has precise and challenging academic goals to sustain the high levels of achievement.
- Ensure pupils are all clear about what they need to do to improve their literacy and numeracy skills.

Achievement and standards

Grade: 2

In Key Stage 1 standards are above average in reading, writing and mathematics. At Key Stage 2 standards dipped in English in 2007, where not enough pupils reached the higher levels. Since then the school has worked particularly successfully to effect a dramatic turn around in English attainment. All staff have methodically concentrated on improving writing not only in literacy lessons but also whenever opportunities arise in other lessons. Standards in English have returned to their previously high levels. Mathematics and science attainment also remains higher than the national average. Standards seen in lessons during the inspection confirm that attainment remains high and pupils, including the more able, are achieving well. Pupils who speak English as an additional language and those who need extra help make as good progress as their classmates because staff give them good, individual attention. Pupils have very high standards in music, ICT and sport because the school puts great store in extending pupils' experiences beyond literacy and numeracy.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy school. When asked what he liked best at school, one boy exclaimed, 'Everything!' Pupils talk enthusiastically about what they learn, elaborating on exciting trips and their team successes in sporting competitions. Their behaviour is excellent and hardly ever causes adults any concern. Pupils feel very much at home in school and have no worries about being safe. Bullying is very rare and pupils know teachers will deal with it effectively should it happen. Pupils of all ages work very co-operatively together. In lessons, they listen attentively to each other. Paired activities work especially well because pupils offer each other support or criticism in a very mature manner. Pupils' spiritual, moral, social and cultural development is

outstanding. Pupils are very aware of right and wrong. They are friendly, considerate and show great respect towards each other and to adults. Although most pupils are from White British backgrounds, they have a good awareness of other ways of life.

Pupils have an excellent understanding of how to stay healthy. The proof of the very good quality lunches is in the high take up by the pupils. A substantial number are members of sports teams or participate keenly in the after school activities. Pupils of all ages feel very pleased when given special responsibilities. The school council does an excellent job representing their classmates' views. Pupils consider themselves very much part of the local neighbourhood. They are often seen raising money for community charities or planting bulbs in the nearby parks. Their genuine willingness to do their best coupled with good standards in literacy, numeracy and ICT means they are more than prepared for their next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Teachers use their good subject knowledge to plan interesting lessons that catch their pupils' imagination. They make good use of a wide range of resources, particularly in ICT and music, to enliven learning. Excellent behaviour management results in outstanding relationships and very productive learning. Teachers are particularly adept at explaining new concepts to pupils and ensuring they are all confident before setting them off on their own. In most lessons, teachers use their knowledge of the pupils' abilities well to match work to the pupils' particular needs. However, pitching the lesson at a mid level in a small number of lessons meant a few less able pupils struggled and some more able pupils coasted.

Pupils are successfully encouraged to work in pairs or be independent in their learning. For example, when teachers allocate group work, pupils have a say in choosing their level of challenge and confidently select work that is not too easy and helps them extend their learning. Teachers ensure pupils who find learning more difficult are well included in class discussions and give them special support through the valuable teaching assistants. The excellent practice in high quality marking by some teachers is starting to be adopted across the school.

Curriculum and other activities

Grade: 1

The school has maintained its excellent curriculum since the previous inspection. Teachers are constantly finding interesting and relevant ways to link the learning across different subjects. For example, pupils produced extremely vivid and atmospheric historical writing after a visit to a Victorian schoolroom. The school proudly displays vibrant examples of the pupils' art and ICT. Music plays a key part in the school's life, whether in assemblies, orchestra practice, individual music lessons or special trips to the Albert Hall. Themed weeks give the pupils good chances to extend their cultural knowledge of other countries such as India, China and Spain. Throughout the school day staff promote healthy and safe lifestyles, preparing pupils well for life beyond school. Teachers go out of their way to ensure pupils who find learning difficult do not miss out on any of the exciting curriculum. Links with other schools are outstanding and support learning very well.

Care, guidance and support

Grade: 2

Pupils are very happy and confident because the school provides excellent levels of pastoral care and welfare. Almost without exception, parents responding to the inspection questionnaire spoke highly of the school's very caring approach. As one commented, 'My child is in a very safe environment'. Rigorous procedures are in place to ensure the safety of pupils and child protection procedures are robust. The school takes every care of vulnerable pupils and those with medical problems. Academic guidance is good. Since the last inspection, the school has established comprehensive tracking procedures. Teachers are able to identify pupils who are not making expected progress and ensure they catch up. Within lessons, pupils receive clear instructions on what they need to have achieved by the end. However, pupils do not all know what they personally need to do to improve their literacy and numeracy in the long term.

Leadership and management

Grade: 2

The senior leadership team works very well together to promote a successful school. The aim to develop well-adjusted pupils is very much at the heart of the school. There is no discrimination and pupils and members of staff have the chance to nurture their talents. The leadership team is particularly accurate in knowing the school's strengths and weaknesses. Strategic planning is good. All leaders know where they want the school to be in the next few years. However, the school improvement and development plan does not sufficiently pinpoint exact standards and achievements as goals. For example, challenging targets for the percentage of higher levels in national tests are not set far enough in advance for all teachers to contribute equally to the planned success.

The head teacher and her staff place a high priority on encouraging pupils to recognise themselves as valuable members of the local community, whether through participation or fundraising for the less fortunate. They introduce them successfully to different faiths and ways of life around the world. Governors are a guiding strength to the headteacher and have a valuable knowledge of the school's place within the community.

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?	1
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?	2
The standards ¹ 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/or disabilities make progress	2

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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 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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	2
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**

2 October 2008

Dear Pupils

Inspection of Roselands Primary School, Hoddesdon, EN11 9AR

Thank you very much for helping us on the inspection by talking to us and showing us what you can do. Your parents are very pleased with your school because they believe you learn well and are in safe hands. We definitely agree.

You go to a good school. We think you are making good progress because teaching is good and you have fantastic opportunities for music, art, ICT and sport. Standards in English, mathematics and science are higher than in most primary schools. Your teachers make your lessons interesting with plenty of different activities. We know you have work that is the right challenge for each of you. We can see that teachers mark your work regularly and helpfully. Mrs Carson and her team of teachers lead the school well. We are particularly impressed with the way they have helped you make the great strides in your writing.

You told us that you really like coming to school and we are not surprised. Behaviour is excellent and you get on extremely well with your teachers and friends. We are pleased that you know just how to lead healthy and safe lives. We are particularly impressed with the way you are developing as responsible young people and appreciate your place in the local community. It is not every day that we hear about pupils writing to their council to improve the collection of recycled rubbish!

To make your learning even better, we have asked your school to do two things:

- Ensure you are clear about what you need to do to improve your literacy and numeracy.
- Make sure future plans have clear goals linked to the improvement of your learning.

We thoroughly enjoyed our visit to your school. We know that your teachers make your school a special place for you. You can do your bit by continuing to be very positive and by making the most of your time at Roselands Primary School.

Yours sincerely

Sarah McDermott

Lead inspector