

Rosedale Church of England C Infant School

Inspection report

Unique Reference Number	104225
Local Authority	Walsall
Inspection number	336261
Inspection dates	15–16 June 2010
Reporting inspector	Linda Rockey

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	178
Appropriate authority	The governing body
Chair	Lesley Foster
Headteacher	Cathy Draper
Date of previous school inspection	28 February 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 12 lessons led by six different teachers and one higher level teaching assistant. All classes were visited at least once. Inspectors also observed the school's work and looked at a wide range of documentation, including the school's self-evaluation form, the school development plan, external reports and assessment information. They looked at pupils' books and met with groups of parents and carers, the school council, governors and members of the Short Heath Federation. The school's safeguarding policy and practice were also scrutinised. Inspectors analysed questionnaires from 56 parents and carers and looked at 23 responses from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of girls, boys and more able pupils
- the outdoor environment in the Early Years Foundation Stage
- what the school is doing about the high levels of persistent absence.

Information about the school

This school is one of three individual schools in the Short Heath Federation, all led by an executive headteacher. She was appointed in April 2010, but held the interim post from September 2009. The head of school at Rosedale is responsible for day-to-day management and shared strategic leadership. Most pupils are White British. The percentage of pupils with special educational needs and/or disabilities is below the national average. Early Years Foundation Stage education is provided in two Reception classes. Rosedale has faced some disruption since September. Work to extend the teaching space and build a new administrative block is now in the final stages of completion.

The school has gained several awards, and has achieved National Healthy School Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

'Every day, in every way, everyone matters.' The school mission statement sums up the caring, inclusive atmosphere at Rosedale. Parents and carers are very positive about this good school. 'This is a welcoming place,' one parent told an inspector, 'Staff and pupils use signing and promote cultural diversity so all children are included.' All the adults are committed to working in partnership with parents and carers. They are knowledgeable about the local community and regularly make provision for a number of neighbourhood events. A weekly Sunday service is held in the hall and worship centre.

The federation leadership team, comprising the executive headteacher, heads of school from each of the federated schools and the federation finance officer, provide strategic oversight for children from Nursery to the end of Year 6. Rosedale benefits from the expertise and outstanding practice of the head of school from Lane Head Nursery. Recently, there have been staff changes in the Early Years Foundation Stage and due to successful leadership and management, the impact on the children has been minimised. Senior leaders are committed to working closely with all staff but the limitations posed by the use of three separate school buildings make working together challenging. The executive headteacher is well aware of the constraints and is working hard with the governors to address sharing of leadership across Rosedale in future developments. The school's self-evaluation is mainly accurate and the federation's capacity for sustained improvement is good.

School data show that pupils make at least good progress from Reception to Year 2. The gap between girls' and boys' attainment is closing. The use of more adventurous 'boy-friendly' material has helped to engage and motivate boys. Consequently, their reading and writing have improved, although the Year 2 higher level target has not been reached this year. Generally assessment is used well, especially in English. In writing, pupils are aware of what to do to improve their work and reach their targets. Some marking in the pupils' writing books is exemplary and provides individual targets identifying the next step to improve, but not all planning features a good match of work to pupils' individual learning needs. This is particularly the case for more able pupils. Sometimes their work is too easy or they complete an activity and are unsure of what to do next.

Attendance has improved recently but remains low. Strategies to improve attendance are in place and the school's most up-to-date data show pupils' attendance is improving steadily. There are still a few pupils whose attendance is too low.

What does the school need to do to improve further?

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- Match teaching more closely to the needs of all learners by:
 - making sure planning is linked to accurate assessment of pupils' needs
 - building on and extending learning for all pupils, especially the more able pupils.
- Work with families to improve attendance and reduce persistent absence, so that attendance is at least in line with the national average by April 2011.
- Strengthen and develop shared leadership within the school to drive and secure further improvement.

Outcomes for individuals and groups of pupils**2**

Pupils, including those with special educational needs and/or disabilities, make good progress as they move through the school. The work observed in lessons and pupils' books was above average by Year 2. Pupils benefit most when they have direct teaching in small groups. One inspector observed a small group of Year 1 pupils learning to read using letters and sounds. The higher level teaching assistant was helping the pupils to read with confidence. She made the learning intention clear and had high expectations. The pupils made good gains in learning and were enjoying the opportunity to support each other. All were confidently taking turns to read, completely engrossed in the text. During breaks, and at lunchtime, pupils demonstrate healthy eating habits. They have a good understanding of the importance of physical exercise, recognised by a national award. Most parents agree that the school helps their children to have a healthy lifestyle. Pupils say they feel safe and almost all parents agree that the school keeps them safe. When acting as playground buddies, pupils wear fluorescent jackets so they can be quickly identified by those who may need help. Any concerns pupils may have are dealt with quickly. Worry boxes, prayer boxes and regular circle times are systems used to share concerns and provide support in times of difficulty.

Pupils are encouraged to be independent. Behaviour is good and inspectors were impressed by the level of self-regulatory behaviour the pupils demonstrated around the school. They are polite, thoughtful and helpful to one another and to adults. At playtime it was noticeable that pupils played together and willingly shared all the equipment available. The school council has had some influence on the decisions about school life, and pupils regularly support initiatives in the local community. Their understanding of wider communities is less well developed.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school provides well for pupils with special educational needs and/or disabilities. Pupils who find learning more challenging and those who need support with their behaviour are catered for well. There is good planning for pupils who need additional support. Pupils, with their parents and carers, are actively involved and have input into the programmes devised to help their learning. In lessons, pupils are generally supported effectively and are offered guidance on how to tackle their work. They benefit from consistent praise and encouragement to do well.

A large majority of the teaching seen was good or better. Most lessons are highly structured and follow a whole-school approach to teaching and learning. In the best lessons, pupils are motivated by exciting activities and are fully engaged in well-planned tasks. Learning objectives are clear. Teachers display good subject knowledge and use this consistently well. Pupils enjoy working independently with an appropriate level of challenge. For example, in an outstanding science lesson, all pupils were given some equipment and the challenge to investigate, in small groups, how to make a bulb light up. They were actively involved in discovering for themselves how to do so. New learning was clearly evident as pupils talked excitedly about what they found out.

Most planning is detailed but it does not always identify an appropriate match of task to individual learning need. In writing, pupils' books show evidence of good progress in developing their skills. Teachers model joined writing well and their written feedback includes useful and detailed comments. Mathematics books are marked but feature less detailed comments to help pupils to take the next step in their learning. In a book scrutiny, inspectors found that comments were often related to the presentation of work

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rather than how to improve mathematical learning.

The curriculum is broad and balanced, with a good emphasis on literacy and numeracy. There are some links across subjects, for example combining aspects of science, history and geography into topics, such as living things and the seaside. Physical education is promoted well through a variety of activities, including a wide range of sports after school. Also, the school uses the expertise of specialists to develop the pupils' skills. The good range of clubs includes French and gardening. Pupils told inspectors they particularly enjoyed the fun club. Trips and visits are also arranged to enhance the curriculum, for example to local museums, a safari park, a nature reserve and museums.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The executive headteacher provides clear vision and a strong determination to drive forward improvement. She works effectively with Rosedale's head of school, making herself available whenever necessary. As the new build progresses, she is required at the infant school more frequently. Nevertheless, she has been able to delegate considerable responsibility to the site manager, who ably maintains a secure and well-maintained site. At the time of the inspection, all statutory requirements were met regarding safeguarding. Leadership and management are not sufficiently shared throughout the school. This is because senior leaders with responsibility for English, mathematics and information and communication technology are not based on the infant school site. Nevertheless, the federation leadership team has a detailed understanding of the strengths and weaknesses at Rosedale. For example, the school recognises that its community cohesion action plan does not provide sufficient focus on the development of pupils' knowledge of national and global issues.

Rosedale's head of school has a clear commitment to ensuring equality for all and discrimination is not tolerated. As a result, pupils show sensitivity to their peers and are willing to provide support for each other in a range of ways. This was evident in whole-school acts of worship. During a meeting, a group of parents and carers said that they feel able to approach the school if they have any concerns about their child. They also reported that the executive headteacher 'always seems to be around'.

The large governing body meets regularly and records demonstrate a high level of challenge as well as support for the leadership of the federation. Strong partnerships across the federation benefit the infant school. These include links with the fire service

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and a family support adviser. The school has effective partnerships with outside agencies, such as the educational psychologist, to support vulnerable children.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children come into the Early Years Foundation Stage working below national expectations for their age. They settle quickly because of an induction process that involves parents and carers well. During the inspection an afternoon was organised to provide parents, carers and children with an opportunity to visit and meet their new teacher. Parents value the care and hard work given to ensure this smooth changeover. Children make good progress and by the time they leave the Reception, most are working at the expected stage for their development. This is because they are well supported in their learning and have a good grounding in basic skills. Activities are planned appropriately and children enjoy them. Inspectors observed that they are keen to be active learners in the range of exciting experiences they are offered. They thoroughly enjoy going outdoors and making the most of the space with their classmates. The children's well-being and welfare are taken seriously and staff are vigilant in ensuring children have sufficient supervision.

The Nursery's head of school provides effective leadership and management and has a clear view of what needs to be done to improve provision at Rosedale. For example, whilst the outdoor space is used soundly to develop the children's learning, the space and its use are not sufficiently well developed to reflect and reinforce all aspects of the children's entitlement for learning and development.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all of the parents and carers who responded to the questionnaire said they are happy with their child's experience at Rosedale. A few parents and carers do not agree with the way the school deals with unacceptable behaviour and a small minority disagree that the school take account of their suggestions and concerns. Inspectors looked into these issues and found no grounds for their concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosedale Church of England C Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	52	26	46	0	0	0	0
The school keeps my child safe	36	64	18	32	2	4	0	0
The school informs me about my child's progress	20	36	29	52	5	9	0	0
My child is making enough progress at this school	24	43	26	46	4	7	0	0
The teaching is good at this school	31	55	22	39	0	0	0	0
The school helps me to support my child's learning	26	46	24	43	3	5	0	0
The school helps my child to have a healthy lifestyle	28	50	26	46	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	46	27	48	0	0	0	0
The school meets my child's particular needs	27	48	22	39	3	5	2	4
The school deals effectively with unacceptable behaviour	22	39	27	48	3	5	3	5
The school takes account of my suggestions and concerns	18	32	30	54	4	7	2	4
The school is led and managed effectively	32	57	18	32	3	5	0	0
Overall, I am happy with my child's experience at this school	31	55	21	38	2	4	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2010

Dear Children

Inspection of Rosedale Church of England C Infant School, Willenhall WV12 4EG

We enjoyed our visit to your school last week. Thank you for being so friendly and welcoming. We were 'well impressed' with your exemplary behaviour around the school. I am writing to let you know that we think Rosedale is a good school. We agree with your parents and carers that you are looked after well and kept safe. You told us you enjoy school and we saw you playing together and having fun. Here are some of the things we found.

- You know how to lead safe and healthy lives and enjoy helping others.
- Teaching is good and so you make good progress from Reception to Year 2.
- You get on well with each other and we were impressed with your maturity, especially the way you care for each other and those who need special help because of their disabilities.

Although yours is a good school, I have asked the governing body, the executive headteacher, the head of school and all the other adults to:

- make sure you are all given work which is not too easy or too hard
- work with your parents and carers to make sure you all come to school on time every day
- share the leadership jobs across all three schools in the federation more effectively.

I hope your school summer fair went well and the sun shone! Make sure you do your bit to make your school even better. You can help by working hard with your reading, writing and mathematics in order to reach your targets. Please try hard to make sure you come to school every day.

Yours sincerely

Linda Rockey

Her Majesty's Inspector

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