

Rosebank Primary School

Inspection report

Unique Reference Number	107891
Local Authority	Leeds
Inspection number	336973
Inspection dates	19–20 May 2010
Reporting inspector	Christine Millett

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair	Mr Christopher Taylor
Headteacher	Mrs Gillian Young
Date of previous school inspection	10 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons or parts of lessons were visited and nine members of staff were observed teaching. Meetings were held with groups of pupils, governors and staff. Inspectors looked at samples of pupils' work, the analysis of the tracking of pupils' progress, school policies and procedures, the school's and local authority monitoring records, school improvement planning, and risk assessments. They checked questionnaires received from pupils, staff and 84 parents and carers.

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

- the impact of English as a second language, mobility and attendance on achievement and standards and how well the needs of the diverse range of pupils are met
- the impact of leadership and management on raising the quality of teaching and learning
- the success of the creative curriculum in meeting needs and engaging pupils.

Information about the school

Rosebank is an average-size primary school. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is also above average. The pupils belong to a wide range of different ethnic groups. The largest of these, although still a minority of the whole school, is of Pakistani origin, with White British pupils forming the next largest group. A large majority of pupils speak English as an additional language. An above average number of pupils join or leave the school before the end of Year 6. The school has gained Healthy Schools Status, and Investors in People status, Activemark and the Inclusion Charter Mark. The school operates a daily breakfast club for its pupils. A new headteacher and deputy headteacher have been appointed since the previous inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Rosebank Primary School provides its pupils with a satisfactory education. The school provides a safe and welcoming environment and cares well for all its pupils. Its main strengths lie in its allegiance to the local community and pupils' exceptionally high quality of spiritual, moral, social and cultural development. The school supports other aspects of personal development effectively. Attendance is broadly average and improving. Pupils behave well and enjoy school. They are proud of their school and speak enthusiastically of the opportunities it gives them to visit, 'interesting and fun places'. They have confidence in adults to help them sort out problems. Staff are mindful of pupils' safety, and arrangements for safeguarding are in line with government requirements.

Children get off to a good start in the Early Years Foundation Stage. They join the school with skills and knowledge that are generally below those expected for their age. Their dispositions and attitudes are the strongest areas. Overall, pupils make satisfactory progress in Years 1 to 6. Attainment is broadly average but could be higher. Pupils' rates of progress are variable because of inconsistencies in the quality of teaching. This is because teachers' expectations of pupils are not always sufficiently high, and tasks and activities do not always match pupils' needs. Although there is some good and informative marking, particularly in writing, pupils are not routinely given sufficient guidance on how to improve their work in mathematics and other aspects of literacy. While senior managers monitor the quality of teaching and learning, middle managers are not yet involved fully in this and, consequently, the full impact of such monitoring is not yet being felt. Well-planned support for pupils with special educational needs and/or disabilities and those who are new learners of English as an additional language enables them to make similar rates of progress as their peers. The curriculum is beginning to form stronger links between different subjects to make learning more relevant and meaningful for pupils.

The headteacher is committed to the school and to the local community, and is supported well by staff and the governing body, who are keen to contribute to the smooth running of the school. Senior managers and governors know what the school does well and they make good use of self-evaluation to inform them of what needs to be improved. This contributes to the school's satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment for all pupils by:

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- -ensuring actions arising from the monitoring of teaching are effectively followed through so that pupils achieve as well as they can
 - ensuring that teachers' marking, in all subjects, has a sharp focus on helping pupils to improve their work
 - increasing teachers' expectations of what pupils can achieve
 - ensuring planning includes opportunities for practical tasks and activities where appropriate.
- Ensure middle managers are clear about their roles and responsibilities across the school by:
 - enabling them to carry out regular monitoring to inform and update their action plans
 - including them in supporting staff to improve their teaching skills
 - developing their confidence in using assessment information to identify priorities.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The large majority of pupils say they are enjoying their learning. The school's rigorous tracking system, as well as work in books, supports the view that pupils are making satisfactory progress overall as they move through school, particularly in reading and mathematics. They reach broadly average standards by the time they leave. Too few pupils are reaching the higher levels in any subject. Pupils who find learning difficult and those who are still developing skills in English also make satisfactory progress towards their targets because the support they receive is well focused on their specific needs. The needs of the large number of pupils who join the school partway through the year are quickly identified and they, too, progress at similar rates to their peers. The recent improvement in the attendance of some pupils is already making a difference to their levels of progress.

Behaviour and concentration in lessons is good. Pupils are attentive and keen to participate. Discussion with pupils showed that they have a good understanding about how to keep fit and healthy. They appreciate the number of opportunities they are given to participate in a wide range of sports. Pupils say they feel well looked after at school and they learn how to keep themselves and each other safe. Pupils' contribution to the local community is effective through a number of projects in the area, such as campaigning for a pelican crossing outside school. Pupils respond well to the responsibilities they are given and make positive contributions to the school community, through the school and class councils for example. Pupils' grasp of basic skills, including the competent use of information and communication technology and their developing personal qualities equip them satisfactorily for the next stage of their education. Pupils'

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outstanding spiritual, moral and social development is very evident in their mature, reflective attitudes, their desire to take part in local, national and global charity work and their excellent understanding of the faiths and beliefs of others.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

A common feature in all classes is the warmth of the relationships that ensures pupils respond positively to their work. Teachers and classroom assistants work well together to provide pupils with appropriate individual and group support. Satisfactory, and sometimes better, teaching seen in classes has resulted in improving attainment. Leaders are working hard to raise further the quality of teaching across the whole school. Marking is regular with some links to lesson objectives and pupils' individual targets. Clear indications as to how to improve are not always consistent across all subjects. In the best lessons planning takes into account the importance of 'hands on' experiences and includes opportunities for pupils to participate in practical activities. This good practice is not seen in all classes. Similarly, not all teachers have sufficiently high expectations of what the pupils can achieve.

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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The curriculum places appropriate emphasis on literacy and numeracy. Changes to make links in learning across subjects have been very well thought out and are providing an interesting, thematic approach to learning to which pupils are responding well. The curriculum provides a broad range of enrichment opportunities through visits, visitors and extra-curricular activities. Information and communication technology is used well to enhance lessons and pupils' own skills in this area are developing well.

Pupils are well cared for and supported in their personal and social development. The strong ethos of care ensures that vulnerable pupils are particularly well looked after. Learning needs are identified quickly and appropriate support put in place. Staff work effectively with many outside agencies, families and carers. There are numerous strategies in place to improve attendance. These are proving successful and the number of persistent absentees has fallen considerably. The breakfast club is well attended giving pupils a good start to the day as well as securing good punctuality.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 headteacher, ably assisted by enthusiastic senior leaders, is deeply committed to improving provision for the pupils. The effectiveness of leaders and managers in embedding ambition and driving improvement is satisfactory. Systems for recording and analysing pupils' attainment and progress are being used effectively to scrutinise the work of the school. As a result there is a sharper focus on identifying the precise areas for development. Staff are increasingly being held to account for the progress their pupils are making. The role of middle leaders is evolving but they are yet to become fully involved in monitoring and evaluating provision. Governors take their roles and responsibilities seriously. They understand the challenges the school faces and work hard to bring about improvement. They are keen to improve their knowledge in order to analyse data effectively and be more influential in the evaluation of teaching and learning. Governors ensure that the school's safeguarding and child protection procedures are suitably implemented. All staff have received child protection training. The school works hard to ensure that all pupils are included in activities, with the result that groups of pupils work and play harmoniously. The school has identified where improvements can be made to overcome variations in performance and gaps are now closing. The school's contribution to promoting community cohesion is good. The governors, headteacher and staff know the local community very well. They have

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established strong links with other schools in order to develop pupils' understanding of the religious, ethnic and socio-economic diversity of the world in which they live.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in a stimulating and thoroughly enjoyable environment. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults encourage children to be independent, make choices in activities and develop social skills that ensure good behaviour. Children start Nursery with skills and knowledge that are below age-related expectations, particularly in communication, language and literacy. Good teaching and a strong, well-organised curriculum ensure that their skills are closer to those expected nationally by the end of Reception.

Thorough assessment ensures that individual children's progress is tracked regularly and well-targeted support given. Achievements are recorded in detail in 'learning journals' and are enjoyed by parents and carers. The bright and attractive learning environment enables children to have fun while they make their choices of role play in the 'garden centre' or work collaboratively to construct a house. Learning flows suitably between the indoor and outdoor areas, particularly for children in Nursery. Plans are in place to ensure equality of access for those in Reception. The high-quality support promotes children's welfare well.

Good leadership is focused strongly on continuous improvement. The unit is fully incorporated into school life, which ensures a smooth transition from Reception into

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Year 1. Good links are developed with parents and carers, who speak appreciatively of the, 'friendly, helpful staff'.

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

Parents and carers are very supportive of the school. An overwhelming majority of parents and carers who responded to the questionnaire were very positive about the way in which the school helps pupils have a healthy lifestyle and meets their particular needs through good teaching and effective support. All agreed that the school keeps their children safe and unacceptable behaviour is dealt with effectively. A very small minority felt the school could help them more in supporting their children's learning. This was followed up during the inspection and it was found that the school had effective systems in place to deal with parents' and carers' concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosebank Primary 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	69	24	29	1	1	0	0
The school keeps my child safe	57	68	26	31	0	0	0	0
The school informs me about my child's progress	46	55	37	44	0	0	0	0
My child is making enough progress at this school	45	54	36	43	2	2	0	0
The teaching is good at this school	46	55	34	40	2	2	0	0
The school helps me to support my child's learning	41	49	39	46	3	4	0	0
The school helps my child to have a healthy lifestyle	41	49	37	44	3	4	0	0
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)	37	44	39	46	1	1	0	0
The school meets my child's particular needs	34	40	42	50	2	2	0	0
The school deals effectively with unacceptable behaviour	44	52	34	40	2	2	0	0
The school takes account of my suggestions and concerns	34	40	41	49	2	2	0	0
The school is led and managed effectively	45	54	35	42	2	2	0	0
Overall, I am happy with my child's experience at this school	53	63	27	32	3	4	0	0

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.



21 May 2010

Dear Pupils

Inspection of Rosebank Primary School, Leeds, LS3 1JP

Thank you for making the inspection team so welcome when we visited your school. We really enjoyed seeing you working in your lessons and playing so well together outside. You told us how much you enjoy your school. We found that your school is satisfactory, but improving.

Here is what we found out about your school.

- You are polite, friendly and helpful to visitors.
- Your behaviour is good both in the classroom and around school.
- You have an excellent understanding and appreciation of each other's cultures.
- You get off to a good start in the Early Years Foundation Stage and you all make satisfactory progress during your time in school.
- By the end of Year 6, your attainment in English, mathematics and science is similar to that seen in most schools.
- Adults look after you well and make sure you are safe.
- Teaching is satisfactory and teachers try to make lessons fun.
- You contribute well to the life of the school and the local community.
- Your school is helping you prepare for the next stages in your education.

We are sure that you are able to reach higher standards in your work. To help you do so we have asked your teachers to:

- have higher expectations of what you can achieve
- mark all your work carefully and let you know what you have to do next to make your work better
- share their good ideas with each other so that more lessons are good or outstanding.

We know that you are very proud of your school and will do your best to help your teachers make it even better. Very best wishes for the future.

Yours sincerely

Christine Millett

Lead inspector

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