

Rose Street Primary School

Inspection report

Unique Reference Number	118348
Local Authority	Kent
Inspection number	339201
Inspection dates	22–23 June 2010
Reporting inspector	Peter Thrussell

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	237
Appropriate authority	The governing body
Chair	Mr Jim Duncan
Headteacher	Julie Holmes
Date of previous school inspection	12 December 2007
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Introduction

This inspection was carried out by three additional inspectors. Nine teachers were seen and nine lessons observed. There were informal discussions with pupils, and meetings were also held with the executive head teacher, the head of school, governors, senior teachers and a group of pupils. Inspectors looked at documents, including the raising attainment plan, monitoring files, data on pupils' progress, documents relating to safeguarding, and the results of questionnaires returned by staff, pupils and 20 parents and carers.

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

- pupils' attainment and their progress, and how well teaching contributes to pupils' learning, especially in reading, writing and mathematics
- the effectiveness and use of assessment and the support systems to drive improvement
- the role of leaders and managers at all levels, including governors and within the federation, in securing and sustaining improvement
- whether the overall effectiveness of the Early Years Foundation Stage is good, as indicated by the school.

Information about the school

The school has been evolving from a first school into one form entry primary school, and this year caters for pupils up to end of Year 6. Children in the Early Years Foundation Stage are catered for in the Nursery and Reception class. Most pupils are of White British heritage. A much higher than average proportion is known to be eligible for free school meals. About a third of pupils currently have special educational needs and/or disabilities, which is above average; the main learning needs are moderate learning and behavioural, emotional and social difficulties. The school has a head of school and is federated with another local primary school, sharing an executive headteacher and governing body. The school has Sports Mark and Healthy Schools accreditation.

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

Rose Street Primary is a satisfactory school. Staff are proud to work here and share a common goal for school improvement. In recent years, the school, supported well by the federation, has worked hard to secure its future as it has evolved into an all-through primary school. Confidence has grown in the school and the numbers of children starting in the Nursery have increased considerably. One parent commented, 'I've been coming to Rose Street School for 10 years with my children. I have seen lots of changes all for the good'. Although the building blocks are in place for a successful primary school, the school recognises that it now needs to focus strongly on raising attainment and progress, especially in English and mathematics. At the end of Year 2, aided by stronger teaching in this year group, attainment has risen in the current year and is broadly average in reading, writing and mathematics. Based on teacher assessments, attainment in English and mathematics at the end of Year 6 is also broadly average, with mathematics being the weaker subject. Some stronger teaching in Year 6 has also helped to accelerate pupils' progress towards this level of attainment. Throughout the school, levels of progress, although satisfactory overall, are inconsistent both between subjects and year groups. Nevertheless, children get off to a very good start in the Nursery, where they make particularly good progress in the different areas of learning. A good level of care and support helps to ensure a settled and happy school community, effectively contributing to pupils' learning and personal development. Despite very good procedures for encouraging attendance and following up persistent absenteeism, attendance is below average and has a detrimental effect on the progress of a small minority of pupils.

Teachers have become adept at assessing work and identifying the levels of attainment reached by pupils, working together to check the accuracy of their assessments. This enables the school to carefully track the pupils' progress. The school now recognises from its own monitoring that this information has to be used more precisely by teachers to identify the next steps in pupils' learning. Currently, they do not consistently plan work that accurately matches pupils' different abilities and aptitudes and which challenges and engages them in their learning so that all can make good progress. Although tracking information helps the school to identify underachievement, this is not done soon enough to allow more immediate intervention. Teaching assistants provide support for underachieving pupils, and for those pupils with learning needs, both in and out of classes. However this is not sufficiently well organised or evaluated to produce maximum impact.

Pupils are generally attentive in lessons and quick to settle to activities. However, they do not always take a sufficiently active role in their learning; at times they are quite

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passive and lacking a little enthusiasm. One reason is that questioning does not involve all pupils and opportunities to discuss what they are doing both in introductions and throughout lessons are at times limited. Teachers set improvement targets for English and mathematics, which along with some of the marking show pupils how to improve their work. However, these targets are not consistently referred to in lessons. Their purpose is not always understood well enough by pupils to allow them to take more responsibility for their learning and help them make better progress

Although now developing, leaders have not always been sufficiently rigorous in their monitoring role, so that the quality of teaching and learning has been slow to improve. The school has been working with consultants on a plan to raise attainment that has met with some success, especially in this current year. It is now in a position to set out its own school improvement plan, clearly recognising from its accurate self-evaluation the priorities and actions required to bring about improvement. This shows that the school has a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by improving the quality of teaching and learning, ensuring that:
 - assessment information is used consistently to plan the next steps in pupils' learning and to identify readily those who are underachieving
 - support programmes are put in place for pupils who are underachieving, including those who have special educational needs and/or disabilities, and that teaching assistants are trained to deliver these programmes effectively
 - pupils have more opportunities to respond to questioning and to discuss their learning
 - pupils understand the purpose of their improvement targets and respond to them
 - leaders regularly monitor and evaluate all aspects of teaching and learning to check that planned actions for improvement are working as well as possible.
- Improve attendance by working with a small minority of parents and carers so that they acknowledge the importance of regular attendance on their children's learning and development.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Achievement overall is satisfactory for all groups of learners, including those with special educational needs and/or disabilities. Pupils enjoy lessons when they are fully engaged, want to do their best and make satisfactory progress. Good learning was observed in a mathematics lesson where pupils were looking at different measures for length and

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using a ruler to measure different objects. Tasks were well explained and challenged different abilities appropriately, so that all made good progress. In an English lesson seen, some lack of concentration by a few pupils and activities that did not take full account of pupils' ranging abilities, resulted in only satisfactory progress in letter writing. Pupils were also rather hesitant and lacked confidence in their response to questions. A good religious education (RE) lesson, drawing on the effective planning of a specialist teacher, showed pupils' enthusiasm and good understanding of the meaning of respect, shown in the 'raps' they were writing. One pupil commented, 'People are all different on the outside but all the same on the inside; we must treat those who appear to be different with respect'. This showed a positive aspect of pupils' overall satisfactory spiritual, moral, social and cultural development.

Pupils mostly feel safe in school. A small minority of pupils expressed concern about safety and behaviour, due in part to the sometimes boisterous behaviour of older pupils and how this detracts from the safety of all. However, the school is encouraging older pupils in their support of younger ones. A few pupils indicated that learning was very occasionally spoilt due to bad behaviour. Although recognised by the school, this was not evident during the inspection. An area of particular success in pupils' personal development is their understanding of healthy lifestyles, shown in the awards gained by the school. A sports partnership encourages pupils to be physically active; tending the school's allotment and looking after chickens encourage pupils to adopt a healthy diet. Pupils' have sufficient opportunities to contribute to the school and local community. Given their level of personal development and adequate acquisition of core skills, pupils are satisfactorily prepared for their future.

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	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3

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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Please turn to the glossary for a description of the grades and inspection terms	
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	3

How effective is the provision?

Relationships between staff and pupils are good. Consequently, pupils are generally attentive in lessons and mostly behave well. However, some occasionally become passive when activities are not matched well enough to their abilities and interests. Lessons have clear learning objectives that are shared with pupils so that they know what they are expected to achieve. They quickly settle to work, but expectations of how much work needs to be completed are not always high enough, so tasks are often unfinished. Checks on the progress being made in lessons through questioning, discussion and sharing examples of good work are not consistently made. There are opportunities for pupils to evaluate their learning at the end of lessons, for example by putting thumbs up or down to signify how well they feel they have done. These are not always followed up by allowing pupils the time to talk about what they may have found easy or difficult, how they could improve their work, or what the next steps in their learning might be.

The curriculum adequately meets the learning needs and interests of pupils. A range of topics adds interest and purpose to pupils' learning, promoting the use and development of their different skills, particularly writing and computer skills. Specialist teaching in music, RE and PE is shared within the federation, making this provision financially viable. This has proved successful in promoting pupils' enjoyment and progress in these subjects. A wide range of popular after school clubs and educational visits, often shared with its partner school, make a good contribution to pupils' personal and social development.

Pupils are known well by staff who quickly pick up on any concerns. Good links with the adjoining children's centre and the diligent work of the family liaison worker ensure that vulnerable pupils and their families are well supported. Within school, teaching assistants work closely with these pupils, including those with emotional, behavioural and social needs, helping to ensure their full inclusion in school. The school also draws on its good links with outside specialists. Effective transition arrangements are in place to ensure that pupils settle quickly into their next class or school. Pupils spend three weeks at the end of the summer term in their new classes or school, providing them with confidence and reassurance before the summer break

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

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other senior staff are clear about the actions needed to drive school improvement. This vision is shared fully across the federation and has helped to steer it through a time of school reorganisation, make plans for the future, and face up to difficulties that have arisen. However, this partnership has yet to be fully effective in helping the school to raise attainment and progress. Leaders from both schools now have the opportunity to meet regularly together to discuss strategies and plan actions to improve school performance. The federation governing body is supportive of the work of the school and ensures satisfactory safeguarding procedures. However, it is not sufficiently informed about how well pupils are doing in order to enable governors to fully challenge the school on its performance. Inconsistencies in the quality of teaching and learning mean that the school's promotion of equal opportunity is satisfactory rather than good. Links with parents and carers are good. Workshops, for example on basic skills, cooking and parenting skills, encourage parents to support their children's learning and personal development effectively. Although the school promotes pupils' understanding of local communities and has established some links with schools abroad, it has yet to evaluate the impact of its promotion of community cohesion, particularly how pupils gain a broader national perspective of those communities further away from the school.

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	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

When they start in the Nursery, children are well below the levels of development expected at this age. They make good progress in the Early Years Foundation Stage, particularly in their personal development and especially so in the Nursery. At the end of Reception, when children start in Year 1, most are working at the levels expected at this age in the different areas of learning, although below in some aspects of communication, language and literacy, and mathematical calculation. The Nursery, especially, is well set out to promote children's development in the different areas of learning. Children are able to move freely between the indoor and outdoor areas. There is a good balance between child-initiated and adult-led activities. This allows children time and opportunity to explore and discover for themselves whilst adults are on hand to talk with children, encourage them in their spoken language and help them to develop their ideas and understanding. Journals, which describe the learning journeys of children, are established for each child, with contributions from parents and carers who are encouraged to play a strong part in their children's development. These show that daily observations by staff are used to assess and record aspects of children's development. These assessments are used well in the Nursery to plan activities that are tailored to children's individual needs and abilities, so as to promote particularly good progress. In Reception, child-initiated activities sometimes lack a specific purpose, with the use of the outdoor area not being planned to reflect the different areas of learning as effectively as it might. In both the Nursery and Reception, daily routines are well established and ensure the welfare and safety of children and their good behaviour. The Early Years Foundation Stage leader is based in the Nursery. She knows where further improvement is required and the areas of learning that need this most. The Reception class is shortly to move into temporary accommodation alongside the Nursery whilst improved facilities are developed for the Early Years Foundation Stage. This will enable the manager to have easier oversight of the total provision and to share good practice.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A very small proportion of parents and carers returned questionnaires. From the responses, most are happy with the school and their children's experience here.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rose Street 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 20 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	60	6	30	1	5	1	5
The school keeps my child safe	13	65	5	25	2	10	0	0
The school informs me about my child's progress	12	60	8	40	0	0	0	0
My child is making enough progress at this school	12	60	8	40	0	0	0	0
The teaching is good at this school	15	75	5	25	0	0	0	0
The school helps me to support my child's learning	13	65	6	30	1	5	0	0
The school helps my child to have a healthy lifestyle	12	60	8	40	0	0	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)	12	60	7	35	0	0	0	0
The school meets my child's particular needs	10	50	9	45	0	0	0	0
The school deals effectively with unacceptable behaviour	11	55	7	35	2	10	0	0
The school takes account of my suggestions and concerns	10	50	7	35	2	10	0	0
The school is led and managed effectively	11	55	9	45	0	0	0	0
Overall, I am happy with my child's experience at this school	14	70	6	30	0	0	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.



24 June 2010

Dear Pupils

Inspection of Rose Street Primary School, Sheerness, ME12 1AW

Thank you for taking part in the inspection. We spoke with some of you during our visit and found you interesting to talk to, polite, helpful. You are quite enthusiastic about enjoying school and all the things you do. Rose Street is a satisfactory school.

These are the things that the school does well.

- You get off to a really good start in the Nursery.
- The school looks after you well and supports those who need extra help.
- You are attentive in lessons and settle quickly to work.
- The school encourages you to eat healthily and keep fit.
- The school provides many additional activities from which you benefit, for example the many different clubs and the visits you make to places of interest.

The staff work well together as a team and want the best for you. They recognise that you need to be doing better, particularly in English and mathematics. To help with this we have asked the staff to:

- use the information on how well you are doing to plan work that is just right for each one of you, neither too easy nor too difficult, and quickly provide well planned support from teaching assistants for those of you who need extra help
- provide you with more opportunities to talk about your work and to discuss how well you are doing
- make sure that you understand why you have targets and how these can help you to improve your work
- check that all the things they are doing to help you improve your work are working as well as possible.

Thank you again for your help. You can do your bit to help, for example by some of you not staying away from school as much as you do, always working hard in lessons and enjoying all that you do in school.

Yours sincerely

Peter Thrussell

Lead inspector

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