

Rosebrook Primary School

Inspection report

Unique Reference Number	135143
Local Authority	Stockton-on-Tees
Inspection number	341621
Inspection dates	17–18 March 2010
Reporting inspector	David Shearsmith

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	399
Appropriate authority	The governing body
Chair	Cllr Jim Beall
Headteacher	Mrs Valerie Rudd
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 27 lessons and saw 15 teachers, held meetings with senior leaders, governors, staff, a local authority representative and groups of pupils. They observed the school's work and looked at the school improvement plan, safeguarding documents, monitoring and evaluation documents, the school's assessment data and reports from the local authority. The inspectors scrutinised the work in pupils' books in all year groups and looked at 83 questionnaires from pupils, 16 from staff and 52 from parents and carers.

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

- the quality of teaching and learning to ensure that pupils make good progress
- pupils' attainment, progress and overall achievement
- how well the basic skills are taught across different subjects of the curriculum
- the use of assessment information to plan tasks which meet pupils' needs
- how well senior leaders monitor and evaluate the school's performance and the accuracy of the school's self-evaluation
- the impact of attendance on pupils' achievement.

Information about the school

Rosebrook Primary School is larger than average. A higher than average proportion of pupils is eligible for free school meals. Most pupils are of White British heritage and few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The school has a five-place unit that caters for Early Years Foundation Stage and Key Stage 1 pupils with an autistic spectrum disorder. The school has achieved Healthy Schools and Investors in People status.

The school has been through a turbulent time following the amalgamation of two schools and the subsequent completion of the new school building. The school amalgamated in September 2008 and moved into the new build in April of 2009. The school has subsequently received significant support from the local authority.

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

2

Main findings

Rosebrook offers its pupils a satisfactory but rapidly improving standard of education. Since the school opened it has established a calm and positive ethos where pupils' behaviour is good and they are keen to learn. Some aspects of the school's work are good. Pupils have a good understanding of keeping safe, a good awareness of keeping healthy and they support the school and its community well.

Children enter the Nursery with skills at levels that are below those typical for their age and make good progress in the Early Years Foundation Stage. The school's tracking system indicates that attainment across the school in English and mathematics is approaching average and pupils' progress is satisfactory overall, though improving. The school is aware that pupils' targets are not yet used effectively enough in raising attainment and accelerating progress. Pupils with special educational needs and/or disabilities and pupils who speak English as an additional language make good progress due to the additional effective support they receive.

There have been significant improvements in the quality of teaching and learning with an increasing number of good lessons. Teaching quality is currently satisfactory overall due to inconsistencies, particularly in the pace of learning and opportunities for pupils to learn independently. Teachers assess pupils' work regularly and identify pupils whose progress is 'sticking' and this has made a significant contribution to improving pupils' progress in most classes. Work is marked regularly but teachers do not always give clear guidance to pupils to help them improve their work. The curriculum is satisfactory and developing well and has a number of strengths which support pupils' personal development. However, it does not provide enough opportunities for pupils to use their basic skills of literacy and numeracy across different subjects to improve their progress. Pupils are well cared for and since its amalgamation the school has worked hard to establish clear routines and procedures to ensure that pupils are safe and fully integrated into the life of the school.

The headteacher and senior leaders have a shared vision for the school and have clear plans in place to improve teaching and learning further. Systems for monitoring and evaluating the school's work are strengthening and enabling a more robust checking of pupils' progress and attainment. Senior leaders have already been effective in raising attainment and improving behaviour. They have a good understanding of the school's strengths and what needs to be done to improve further. The improvements already seen, together with accurate self-evaluation, indicate that the school has a good capacity to improve.

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What does the school need to do to improve further?

- Raise attainment further in mathematics and English by:
 - using pupils' targets more effectively to accelerate progress.
- Improve the quality and consistency of teaching by:
 - ensuring that the pace of learning is quick enough in all lessons
 - allowing more time for pupils to learn independently and to do things themselves
 - giving pupils detailed guidance on how to improve their work.
- Improve the curriculum by:
 - providing more opportunities for pupils to use their literacy and numeracy skills across different subjects to improve their progress.
- 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

Pupils' achievement is satisfactory. They make satisfactory progress overall and by the end of Year 6 reach standards which are approaching average. This was confirmed during the inspection in the lessons observed and in pupils' books. Progress is inconsistent due to variable teaching but attainment is improving. In lessons pupils are keen to do well, particularly when activities are practical and engaging. On such occasions progress is good because learning is more enjoyable. Progress slows when pupils do not have enough time to be actively involved in their learning and think things out for themselves.

Pupils' behaviour is good in lessons and contributes to their ability to become good learners. Pupils have a good awareness of how to keep themselves safe. They know how to stay safe in a range of contexts and how to use the internet safely. They have a good relationship with adults in the school and know they can share any concerns and that these will be dealt with quickly. Pupils make well-informed choices about living a healthy lifestyle through, for example, taking regular exercise and healthy eating. Pupils make a good contribution to both the local and wider communities. They raise money for various charities and take responsibility for aspects of running the school. Members of the school council are also active and have a voice in decision making in the school. Attendance is broadly average and pupils are prepared satisfactorily for their future lives.

Spiritual, moral, social and cultural development are all satisfactory. Social and moral awareness are strong owing to the high importance the school places on these aspects through the curriculum. Opportunities to develop pupils' understanding of different cultures and faiths in the curriculum are not as well developed.

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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	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	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	3

How effective is the provision?

Teaching observed during the inspection was variable with examples of good and satisfactory teaching seen in both key stages. There were a number of good lessons where teachers had high expectations and learning moved along at a good pace. Pupils were active participants for the whole lesson and there were opportunities for them to discuss, and extend their thinking. Interactive whiteboards were sometimes used well to motivate and engage pupils. In one lesson the interactive whiteboard was used particularly well using a video clip featuring a well-known book. Pupils were highly engaged and inspired to learn and, as a result, they made good progress. In satisfactory lessons teachers do not always explain clearly to pupils what it is they are expected to learn. Sometimes pupils sit for too long listening to the teacher and have too little time to learn independently and do things for themselves to secure what they have been taught. On these occasions the pace of learning slows. There are inconsistencies in marking and in the way individual targets are set and used. As a result, pupils do not always know what exactly they need to do to improve their work.

The curriculum promotes satisfactory achievement. Information and communication

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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technology (ICT) is often used well to support pupils' learning in other subjects. Although the curriculum is developing well, there are insufficient cross-curricular opportunities for pupils to practise their basic skills, such as those in literacy and numeracy, in other subjects. The school provides a range of after-school activities and ensures that there is an increasing range of visits and visitors in place to enrich pupils' learning in school.

Care, guidance and support are good. There is particularly good support for pupils with autistic spectrum disorders. Pupils do well due to the good provision made for them both in the unit and the main school where they are integrated naturally. Pupils with special educational needs and/or disabilities are well supported and the school uses a range of interventions and resources to improve their progress. For example, an ICT programme was used effectively to boost the progress of pupils who have a specific learning difficulty. These well-established interventions are having a positive impact on accelerating pupils' learning. The special educational needs coordinator has established rigorous procedures and works well with teachers, parents and carers to support pupils' learning. Pupils who have been identified as potentially underachieving are catered for well with a range of targeted interventions to ensure that they get back on track. The school has also been successful in improving pupils' behaviour and attendance through establishing clear strategies and routines.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and staff have set a very clear direction for the school after a period of some turbulence. They have established good policies and procedures for monitoring the work of the school and staff are developing higher expectations than they had previously. The school's self-evaluation is accurate and rigorous evaluation has enabled senior leaders to identify the key areas for improvement in the school. Actions taken are already evident across the school but some have not had sufficient time to become embedded fully and have full effect. As a result, teaching and learning are not yet consistently good, but are improving rapidly.

Equality of opportunity is promoted well and any form of discrimination tackled effectively. There is a strong emphasis on monitoring how well different groups of pupils are learning in lessons and this has positive impact on improving attainment. The school identifies pupils who are at risk of underachieving and has a good range of support

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programmes to improve their progress. The school actively seeks support for individuals from the local authority and health agencies as necessary and these good links support pupils' learning and development well. The intervention work and support for pupils with specific needs is good and demonstrates the inclusive nature of the school. The school has a satisfactory approach to community cohesion and plans are in place to develop pupils' understanding of different faiths and cultures further.

Partnerships with parents and carers and with outside agencies are strong and parents and carers are very supportive of the school. The governing body has a wide variety of skills to draw upon but has not been established long enough to be able to demonstrate its full impact. Governors fulfil their statutory duties, are up to date with recent training and have established good procedures to ensure that pupils are safeguarded. Any risks are quickly identified to ensure that pupils are safe in school. The Chair of the Governing Body has a good working relationship with the school and governors are developing their responsibilities well.

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	2
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	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	3

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. They enter with skills and knowledge at levels that are below those typical for their age and make good progress so that when they leave Reception their skills are close to those expected nationally. This is because the provision and teaching are good. Where children's skills are weaker, appropriate action is being taken to develop them, for example in the good activities which focus on communication, language and literacy. There is a lively atmosphere and children are happy and involved in their learning. Children participate

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well in teacher-led activities and show good perseverance and concentration when choosing their own activities. Adults are particularly skilful in using questions to develop children's language skills by encouraging them to reason and think for themselves. Children work cooperatively and help and support each other well both in and out of the classroom.

The outdoor provision is well resourced and this gives children a good opportunity to extend their learning and progress, although the school is aware that there is further work to be done to make this provision as good as that indoors. ICT is used well to support learning. Children were confident in using a range of technologies during the inspection and loved using the digital cameras to record their learning. The staff work together well and they are knowledgeable about how to develop learning. The Early Years Foundation Stage is led and managed well. The leader has put good procedures in place to assess children's learning through focused and regular observations. Assessment procedures are robust and accurate and give a clear view of children's learning and development. All welfare arrangements are met and there are good arrangements for induction into Nursery and transition into Year 1.

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

The questionnaires returned indicated that parents and carers were very supportive of the work of the school. They were particularly pleased with how well their children enjoy school, the improvements in the quality of teaching and how well the school helps them to support their children's personal development and well-being. They were particularly complimentary about how the school had improved since it opened, typically saying that the headteacher and staff are excellent and that pupils really enjoy their learning. Inspection evidence confirms that the school is satisfactory and improving rapidly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosebrook 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 399 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	61	26	36	2	3	0	0
The school keeps my child safe	44	61	27	38	0	0	0	0
The school informs me about my child's progress	36	50	34	47	0	0	0	0
My child is making enough progress at this school	32	44	38	53	1	1	0	0
The teaching is good at this school	36	50	34	47	1	1	0	0
The school helps me to support my child's learning	29	40	40	56	2	3	0	0
The school helps my child to have a healthy lifestyle	34	47	36	50	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)	26	36	39	54	1	1	0	0
The school meets my child's particular needs	31	43	39	54	0	0	0	0
The school deals effectively with unacceptable behaviour	32	44	37	51	1	1	0	0
The school takes account of my suggestions and concerns	30	42	39	54	1	1	0	0
The school is led and managed effectively	34	47	36	50	1	1	0	0
Overall, I am happy with my child's experience at this school	38	53	32	44	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 March 2010

Dear Pupils

Inspection of Rosebrook Primary School, Stockton-on-Tees TS19 9LF

Thank you very much for your help when we inspected your school. You were polite and courteous to us. You told us that you really enjoy school and feel safe there. Your school council members represent you well and say that the school takes account of what they say to improve the school.

Your school has been through a difficult time managing all the building work and changes. The local authority has given the school a lot of good support and so Rosebrook is now a satisfactory school. Some things are satisfactory, including teaching and the curriculum, but there are also some good things. Your behaviour is good and you told us you feel safe and eat healthily. You also make a good contribution to the life of the school and its local community. Many of you now reach standards that are expected for your age and you are making better progress. The headteacher and all the other teachers have been particularly successful in looking after you and making sure that you are all settled in your new school.

The school is determined to make things even better for you. There are three things that we have asked the school to do;

- help you improve your standards further in mathematics and English
- improve the quality of teaching and learning and make sure that when teachers mark your work they tell you how you can improve
- improve the curriculum to ensure that you have more opportunities to use your literacy and numeracy skills in different subjects.

Many thanks for all the help you gave us during the inspection and we wish you well for the future.

Yours sincerely

David Shearsmith

Lead Inspector

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