

Inspection of Rosedale Primary School

Emley Drive, Scawsby, Doncaster, South Yorkshire DN5 8RL

Inspection dates: 28–29 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Parents and carers praise the school and its friendly, caring staff. They appreciate the hard work of leaders in creating a positive, supportive community. Parents feel involved in their children's education. Leaders give the personal development of pupils and support for families high priority.

Leaders have taken steps to improve the quality of education. However, leaders have not clearly identified what curriculum content pupils will learn in each subject. They have not considered well enough how pupils will build their knowledge in subjects over time. Because of this, pupils do not achieve as well as they should in some subjects, including reading.

Pupils generally get on well together. Sometimes, pupils lose interest in lessons and their behaviour slips. Staff do not have consistent expectations of how pupils behave in the classrooms.

Pupils of all ages and abilities have a wide range of additional activities to choose from, particularly in music and sport. Pupils enjoy being involved in clubs, competitions, events and concerts.

Pupils like breaktimes and lunchtimes, which are well organised by staff. Many take advantage of the 'Fun and Choice Club', where they can join in different activities and chat to an adult. Pupils know what to do if they or other pupils are bullied. They say that bullying rarely happens.

What does the school do well and what does it need to do better?

Since the school became an academy in 2017, leaders and staff have worked hard to tackle some of the school's weaknesses. However, newly developed curriculum plans do not enable pupils to gain the knowledge they need in different subjects.

The curriculum for phonics in the early years and key stage 1 is well sequenced. It is designed to build pupils' knowledge over time. It helps many pupils to achieve well in early reading by the end of key stage 1. However, the curriculum plans in other subjects are less effective. Teachers plan activities to link into the topic, rather than focusing on the subject-specific content that pupils need to build on over time. Pupils find it hard to remember what they have learned, for example in history. Teachers' subject knowledge is weaker in some subjects than others. Sometimes, pupils are not given accurate information in lessons.

Leaders have put improved systems in place to support pupils with special educational needs and/or disabilities (SEND). Some plans do not identify the small building blocks pupils need to achieve well. This is reflective of the issues in the curriculum for all pupils. The school's work to engage with parents is strong. Staff understand and address pupils' emotional and social needs effectively.

Leaders have introduced a range of ways to encourage pupils and their families to read regularly. Pupils are keen to share their favourite books. Staff have been well trained to teach phonics. Most pupils learn to say and write separate sounds with confidence.

Despite this, not enough pupils reach the nationally expected standards in reading by the time they leave school. There is no defined school curriculum for reading in key stage 2. Leaders do not check well enough that pupils acquire the knowledge and skills they should in reading. Pupils who struggle with reading are given the chance to practise their reading regularly. However, the support they are given in these sessions is not helping them to catch up quickly. Sometimes, books are not well matched to pupils' ability. Pupils spend so long decoding individual letter sounds that they lose the meaning of the word and story.

Pupils gain strong knowledge in music and physical education. There are pockets of excellence in the teaching of these subjects. Pupils learn more through a wide range of clubs and events.

In the early years, a new assessment system helps staff understand what children know and what they need to learn next. However, staff do not make consistent use of this information to plan sequences of lessons which build on what children know. Leaders have correctly identified weaknesses in the outdoor provision. Opportunities for children to practise and secure knowledge, particularly in reading and mathematics, are limited.

A strong personal, social and citizenship curriculum helps pupils learn to treat each other well. Pupils understand that everyone is unique. They are taught about, and show respect for, differences in faith, culture and belief.

Pupils say that, while many pupils behave well, some distract them in lessons. Staff manage low-level disruption differently. In lessons, there is sometimes a hum of background chatter when the teacher is trying to talk to the whole class.

Governors have assured themselves that pupils are safeguarded. They have checked how leaders support pupils' personal development. However, they and trust leaders do not have a clear view of the quality of education pupils receive. They cannot be sure, for example, whether pupils are making the necessary improvement in reading.

Recent local authority support has brought effective help for leaders. This has included improvement in areas such as early years assessment, governance and support for pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Carefully planned and frequent training for staff and an effective curriculum for teaching pupils how to keep safe have created a positive culture of safeguarding. Staff are clear about how to identify and report a concern. Records are appropriately detailed. Some staff are trained as experts in specific risks that pupils may face. Clubs and activities help pupils to understand themselves and those around them. These activities provide a safe and supportive environment for pupils to be able to report concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not established clear and comprehensive curriculum plans so that pupils acquire the knowledge they need across all subjects. Some teachers do not have the subject knowledge they need to be able to teach each subject well. Because of these issues, pupils do not achieve consistently well in all subjects. Leaders should identify the crucial content that pupils should learn in each subject and in each year group. Leaders should ensure that there are effective systems to check that pupils have learned this content. Staff should receive appropriate support and training so that they can deliver all aspects of the curriculum well.
- Governors and the trust do not have a clear view of the quality of education in the school. This means that they do not appropriately support and challenge school leaders to improve. Governors and the trust should ensure that they understand the expectations and features of a high-quality curriculum in each subject. At a strategic level, they should check the effectiveness of leaders' work to improve the curriculum against these expectations.
- The support provided for pupils who find reading more difficult does not help them to catch up as quickly as they should. Although pupils with lower starting points read aloud often, staff do not take appropriate action when pupils are struggling to read the books they are given. The books that pupils are reading are often too challenging for their phonics ability. This affects their reading confidence. Leaders should make sure that staff know how to diagnose why pupils are struggling to read. Pupils should have lots of practice at reading aloud books that are well matched to their reading ability so that they can gain confidence and read texts with fluency.
- The curriculum for reading in key stage 2 has not been precisely defined. Consequently, teachers set reading activities for their class which do not build pupils' knowledge and skills consistently well. For older pupils, much of the work to improve their comprehension is directed through one-off test-style tasks. This is one of the reasons some pupils give for finding reading 'boring'. Leaders should establish a clear curriculum plan for reading which outlines what pupils will learn and remember, particularly in key stage 2. Leaders should ensure that they use their curriculum plan to check how well pupils are gaining the knowledge they need.
- The outdoor provision in the early years does not support children well enough to practise and secure their knowledge across the curriculum. Although staff now

have a better view of what children know, they do not use this to plan sequences of learning for the outdoor area which meet the needs of children at different ages and stages of development. Leaders should ensure that staff select the right activities and resources to deliver the planned curriculum effectively.

- Some pupils do not behave well in lessons. When they are uninterested, they chatter to each other and stop learning. Some pupils find this distracting. Staff do not have consistent expectations around behaviour and some do not tackle this low-level disruption. Leaders should make sure that all staff have the highest expectations of pupils' behaviour, right from the early years.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144348
Local authority	Doncaster
Inspection number	10124219
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	Board of trustees
Chair of trust	Ruth Brook
Headteacher	Sarah Gallacher
Website	www.rosedale.doncaster.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Rosedale Primary School became part of Inspiring Futures Academy Trust on 3 May 2017. The predecessor school, Scawsby Rosedale Primary School, was judged to be inadequate at the last Ofsted inspection in 2015.
- The headteacher was appointed in January 2019.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and assistant headteacher throughout the inspection. I met with representatives from the local governing board and the board of trustees.
- We carried out a wide range of activities to check how leaders ensure that pupils are safe. This included speaking to a range of leaders and staff to check their understanding of how to keep pupils safe. We looked at the curriculum. We spoke to pupils. We looked at school safeguarding documents. We looked at examples of records of safeguarding concerns raised by staff and the actions that had been taken.

- We spoke to parents before school and to staff with different roles in school to seek their views. We considered the 28 responses to Ofsted’s online questionnaire, Parent View. We took into account the 35 responses to the online staff questionnaire.
- We spoke to pupils, formally and informally, throughout the inspection. We observed pupils in classrooms and at lunchtime and breaktime.
- We explored the curriculum by carrying out deep dives in reading, mathematics, history and art. This involved meeting with curriculum leaders, visiting lessons, speaking to pupils, looking at pupils’ work and speaking to teachers. We listened to pupils read and talked to them about reading.

Inspection team

Kate Rowley, lead inspector

Her Majesty’s Inspector

Heather Fearn

Her Majesty’s Inspector

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