

Rosehill Methodist Community Primary School

Inspection report

Unique Reference Number	133576
Local authority	Tameside
Inspection number	381515
Inspection dates	15–16 November 2011
Reporting inspector	Stephen Wall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Richard Clayworth
Headteacher	Gillian Simm
Date of previous school inspection	02 October 2008
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed teaching and learning in 17 lessons taught by 12 teachers in Key Stages 1 and 2. Eight observations of teaching and learning were also carried out in the Early Years Foundation Stage. Inspectors held meetings with staff, groups of pupils and representatives of the governing body. The school's work was observed and inspectors looked at a range of documents including those related to safeguarding, assessment and tracking data, school development planning and documents related to the support given to pupils whose circumstances may make them vulnerable. In addition, 104 questionnaires completed by parents and carers were evaluated along with questionnaires returned by a representative sample of staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It considered how well all groups of pupils make progress and achieve, especially in writing.
- It evaluated how effectively the school uses assessment to track pupils' progress and raise attainment.
- It looked at how effectively leaders and managers have tackled the issues for improvement identified at the time of the previous inspection.
- It reflected on how effectively the school promotes community cohesion, especially by promoting pupils' understanding of diversity and their involvement in the local community.

Information about the school

This is a much larger than average primary school in which the proportion of pupils known to be eligible for free school meals is well above the national average. Most pupils are of White British heritage. A few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is slightly below average. The school has Healthy School and Bronze ECO status. It has gained the Activemark award.

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

This is a good school. Leaders and managers have tackled rigorously the issues for improvement identified at the time of the previous inspection. As a result, pupils' writing skills have improved significantly. So too has the guidance given to pupils to help them understand what they need to do to improve their work and achieve challenging targets. Consequently, attainment is rising securely. This demonstrates the school's good capacity for further improvement.

Pupils receive a good start to their education in the Early Years Foundation Stage. From starting points that are generally below what is typical for their age on entry to the Early Years Foundation Stage, all groups of pupils, including pupils with special educational needs and/or disabilities, make good progress to attain average and improving standards by the end of Key Stage 2. Teaching is good. It enables pupils to make good progress. However, on a few occasions, teaching does not give pupils clear enough guidance about what they are expected to do and this can hold up learning at times. Information and communication technology is not used consistently well to develop pupils' independent learning skills.

Pupils enjoy school. The good curriculum provides them with a stimulating range of learning opportunities. Pupils say they feel safe in school because of the good care, guidance and support they receive. Attendance is average and improving because the school has comprehensive procedures in place to promote its importance and tackle persistent absence. Pupils behave well. They are courteous and polite. Pupils enjoy taking on responsibilities in school but opportunities for them to be active in the wider, local community are limited. The family cohesion worker, learning mentor and the school chaplain provide effective support for pupils who may be vulnerable and their families.

Leaders and managers at all levels are sharply focused on improvement. They evaluate the school's effectiveness accurately and use the outcomes to identify and target areas for improvement effectively. The governing body is knowledgeable and holds the school rigorously to account. The very able team of teaching assistants is managed well to maximise their impact on pupils' progress, especially lower-attaining pupils and those pupils with special educational needs and/or disabilities. Extensive partnerships with other schools make a good contribution to developing staff knowledge and expertise. The promotion of community cohesion is satisfactory. The

school community itself is harmonious. However, opportunities for pupils to appreciate diversity both in their local community and nationally are limited.

What does the school need to do to improve further?

- Raise attainment further by:
 - ensuring that all teaching is consistently good or better with a sharp focus on involving children in their own learning through clear sharing of objectives
 - improving the use of information and communication technology (ICT) in lessons to add further stimulation to learning and develop further pupils' independent learning skills.

- Improve the promotion of community cohesion by:
 - making sure that actions to promote pupils' awareness and appreciation of diversity, both in the local community and beyond, are developed more effectively and evaluated more systematically.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and achieve well. They are keen to do their best. They work very effectively in pairs and groups where they willingly contribute their ideas and listen respectfully to others. They behave well and are industrious. Occasionally, teachers do not share learning objectives clearly enough with pupils, with the result that pupils are unclear about what is expected when they are asked to work independently. Pupils make good progress as they move up through the school to attain average and improving standards by the end of Key Stage 2. Pupils' writing skills have improved significantly because a range of initiatives such as the use of 'Writeman' have been instrumental in making writing more meaningful and enjoyable. As a consequence, attainment in English has improved significantly. Lower-attaining pupils and those with special educational needs also make good progress because of the highly effective support they receive from a talented and dedicated team of support assistants.

Pupils know and understand the importance of leading healthy lifestyles. They participate readily in the wide range of sporting enrichment activities. They can explain what foods are good for them and why certain foods are best enjoyed in moderation only. Pupils enjoy taking on responsibilities in school. The school council and Eco council are very active and highly valued by pupils. However, pupils' involvement in the wider community is too limited to promote understanding and appreciation of the area in which they live and work. Pupils' good spiritual, moral, social and cultural development is evident in their good behaviour, their appreciation of right and wrong, and their respectful treatment of those around them. Their good levels of self-confidence, mature attitudes to work and their good achievement stand them in good stead for future success.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good. It makes good use of assessment to match activities closely to the needs and abilities of different groups of learners. Questioning is used astutely to encourage pupils to give extended answers and justify their responses rationally. Activities are challenging and encourage pupils to find things out for themselves in pairs and small groups. However, the use of ICT is not consistently integrated into teaching as a tool to extend learning and develop further pupils' skills as independent learners. Procedures to track pupils' progress are comprehensive and effective in identifying any underachievement so that it can be tackled quickly. Marking is regular and of good quality in showing pupils what they need to do to improve their work.

The curriculum provides good support and stimulus for learning for all groups of pupils. The use of creative topic work is very popular with pupils. It provides stimulating opportunities for them to develop and extend their basic skills in numeracy and literacy across a range of subjects. For example, in a Key Stage 2 lesson pupils investigated the feeding habits of dragons by analysing realistic-looking dragon droppings! They squealed in equal measures of delight and revulsion as they carried out the analysis. Consequently, they spoke and wrote about their findings with verve and imagination. A good range of popular enrichment activities in sports and the arts has a significant impact on pupils' enjoyment of school and their personal development.

Good care, guidance and support ensure that pupils feel safe in school and valued as individuals. Effective support for pupils who may be vulnerable and their families is provided so that these pupils are fully included and make good progress. Induction arrangements into the Early Years Foundation Stage are effective in enabling children to settle seamlessly into school life. Pupils are also prepared well for their move to secondary education.

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

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 headteacher, senior leaders and managers provide the school with a sharp and effective focus on improvement. All other leaders and managers provide effective support to drive the school forward. Accurate self-evaluation means that weaknesses are identified clearly and effective action is taken to tackle them. For example, a highly effective focus on improving pupils' writing skills is bringing about rapid and significant improvement. Teaching and learning are monitored regularly. The outcomes are used astutely to target staff professional development. A wide range of partnerships with other schools have been forged that enhance teachers' expertise and knowledge. The governing body is good. It is knowledgeable and supportive. It asks the necessary questions to hold the school rigorously to account for its effectiveness. Good relationships with parents and carers have been established. Parents and carers receive regular reports on their children's progress. A range of activities such as the Saturday morning 'Dads' Club' encourage participation in the life of the school.

Equal opportunities are promoted well. All groups of pupils make good progress and are valued equally. The gap between girls' and boys' attainment is closing rapidly and securely, especially in writing, as the initiatives in teaching and the curriculum start to bite.

The school adopts recommended good practice in relation to safeguarding. Checks on the suitability of adults working with pupils are carried out and recorded meticulously. Policies and procedures for safeguarding are appropriate and comprehensive. They are reviewed and updated regularly by the governing body. Staff training in safeguarding is of good quality and carried out regularly. Community cohesion is satisfactory. The school has an accurate view of its religious, ethnic and socio-economic context. An action plan is in place to guide its actions to promote community cohesion. The school itself is a harmonious and respectful community in which pupils get along with each other well. However, opportunities to develop pupils' involvement in and awareness of their local community are limited, as are opportunities for pupils to experience and appreciate diversity on a wider scale. Evaluation of the impact on promoting community cohesion is at an early stage of development.

These are the grades for the 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

The Early Years Foundation Stage is good. Children make good progress and achieve well because teaching meets their learning needs accurately. Children play happily together in a harmonious atmosphere where every child, regardless of ability or background, is valued equally. Overall, children join the Early Years Foundation Stage with skills below what is typical for their age. They make good progress and children are given a firm foundation for future success. Children work and play in a welcoming and stimulating environment both indoors and outside. Teaching is knowledgeable and supportive. Children's progress is checked effectively and the outcomes are used to plan activities according to individual children's needs. Children are happy and obviously enjoy their learning in the safe and nurturing environment. Parents and carers are informed on a regular basis of their child's progress. There are detailed arrangements to ensure children settle quickly and smoothly into their new surroundings. Where necessary, effective use of outside agencies provides support for children with special educational needs and/or disabilities. Leadership and management of the Early Years Foundation Stage provide a good vision for future success, a strong sense of purpose for its work and a good balance of teacher-led and child-initiated activities to stimulate and engage children in work and play.

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 in the Early Years Foundation Stage	2

Views of parents and carers

There was a broadly average proportion of questionnaires returned by parents and carers. A very large majority show that parents and carers are happy with the education provided by the school. A few parents and carers think that the school does not deal effectively with unacceptable behaviour. Inspectors looked carefully at behaviour in classrooms and around the school and judged it to be good. Inspectors also looked closely at the school's procedures, records and policies for dealing with instances of unacceptable behaviour and found them to be appropriate and comprehensive. A few parents and carers think that their children are not making enough progress at the school. Again, inspectors looked carefully at the progress made by all groups of pupils and found that pupils make good and improving progress as they move up through the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosehill Methodist Community 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 439 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	63	35	34	2	2	1	1
The school keeps my child safe	64	62	34	33	0	0	5	5
The school informs me about my child's progress	46	44	50	48	7	7	0	0
My child is making enough progress at this school	49	47	41	39	11	11	2	2
The teaching is good at this school	51	49	48	46	2	2	1	1
The school helps me to support my child's learning	41	39	53	51	8	8	2	2
The school helps my child to have a healthy lifestyle	44	42	56	54	3	3	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)	42	40	51	49	4	4	0	0
The school meets my child's particular needs	40	38	54	52	6	6	2	2
The school deals effectively with unacceptable behaviour	39	38	51	49	8	8	4	4
The school takes account of my suggestions and concerns	36	35	53	51	5	5	6	6
The school is led and managed effectively	42	40	52	50	3	3	3	3
Overall, I am happy with my child's experience at this school	53	51	39	38	6	6	3	3

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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 November 2011

Dear Pupils

Inspection of Rosehill Methodist Community Primary School, Ashton-Under-Lyne, OL6 8YG

Thank you for your warm welcome when your school was inspected recently.

You go to a good school. It was good to see that your writing skills have improved a great deal since the school was last inspected – well done! The teaching you receive is good and this helps you make good progress as you move up through the school. Your attendance is also improving; please keep this up! It was good to see how well you behave and how courteous and polite you are. Your school takes good care of you and makes sure you are clear about your targets and what you need to do to achieve them.

To help your school become even better, I am asking the head teacher, staff and governors to do the following things:

- Raise attainment further by:
 - ensuring that all teaching is consistently good or better with a sharp focus on involving you in your own learning and making sure that you are always clear about what you are expected to do
 - improving the use of ICT in lessons to help you find out more things for yourselves.
- Improve the promotion of community cohesion by:
 - making sure that you have a better understanding of diversity in your local community and beyond.

I am confident that you will continue to work hard to make sure your school goes from strength to strength in the coming years.

I wish you all the very best for the future.

Yours sincerely

Stephen Wall
Lead inspector

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