

# Rose Hill Primary School

Derby Road, Ipswich, IP3 8DL

**Inspection dates** 9–10 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Achievement overtime is inadequate. Pupils do not make enough progress and leave the school with attainment in English and mathematics that is below average.
- Improvements made over the last 18 months have been too slow and not had sufficient impact on standards.
- The quality of teaching over time has not been good enough. Pupils' work is not always matched precisely enough to their needs and does not fully challenge the more able.
- Teachers expectations are too low. They do not all ask challenging questions and too readily accept work that is poorly presented.
- There are not enough opportunities for pupils to apply the skills they have learnt in literacy when writing at length for different purposes.
- Pupils' attitudes to learning are not always as good as they should be. They lose interest when teaching is not sufficiently engaging or the pace in lessons slows.
- Members of the governing body, leaders and managers are determined to improve the school but actions have not been implemented quickly enough to achieve better outcomes for all pupils.
- School leaders do not consistently link their judgements on the quality of teaching with the attainment and progress of pupils.
- Governors have not held the school to account rigorously enough for the progress and attainment of pupils and the quality of teaching.
- A number of parents and carers expressed concern about the level of communication between school and home.

### The school has the following strengths

- Pupils are courteous and show respect to each other and staff.
- Children in the Early Years Foundation Stage make good progress.
- Pupils say they feel safe and secure within school.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. They observed 20 lessons, some of which were joint observations with the headteacher and deputy headteacher.
- Inspectors listened to some Year 1, Year 2 and Year 6 pupils reading, and observed the teaching of phonics (letters and the sounds they make). Inspectors also visited school assemblies, observed pupils at play and during lunchtimes, and scrutinised the work in pupils' books.
- Discussions were held with groups of pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors considered the views of parents from the 32 online responses to the Parent View questionnaire, in letters received and meetings with parents, and from talking informally to a number of parents at the beginning of the school day. Staff questionnaires were also considered.
- Inspectors took into account a wide range of documents, including information on safeguarding, the progress and attainment of pupils, the school's development plan and self-evaluation, minutes of the governing body, and records of monitoring in relation to teaching, pupils' behaviour and attendance.

## Inspection team

Valerie Palmer, Lead inspector

Additional Inspector

Eleanor Taylor

Additional Inspector

Simon Hughes

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- Rose Hill is larger than the average-sized primary school.
- Most pupils are White British. The percentage of pupils who come from minority ethnic backgrounds and who speak English as an additional language is below the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils eligible for the pupil premium (additional funding for specific groups that include those known to be eligible for free school meals or who are in the care of the local authority) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Improve the quality of teaching so it is consistently good or better by ensuring that:
  - lessons interest pupils and engage them in their learning
  - teachers make the best use of teaching time and learning moves at a brisk pace
  - teachers use challenging questions to extend pupils' understanding and strengthen their knowledge.
- Raise achievement in reading, writing and mathematics by ensuring that progress is at least good in all year groups in Key Stages 1 and 2 by:
  - teachers having high expectations of handwriting and the presentation of work
  - providing more opportunities for pupils to write at length in different subjects
  - ensuring that teachers provide work which matches pupils' abilities so that it is neither too hard nor too easy.
- Improve communications with parents and carers so that they are fully informed about all aspects of school life.
- Improve the impact of leadership and management by:
  - ensuring that leaders and managers are more sharply focused on improving pupils' attainment and progress
  - linking the judgements made on the quality of teaching with the progress pupils make in lessons
  - further developing governing body actions so that they rigorously hold leaders to account through additional training in monitoring and evaluation of pupils' data linked to the main

issues in the school development plan.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Children join Reception with skills and knowledge below those expected for their age and make good progress. However, pupils in Key Stages 1 and 2 make slower progress than they should. Standards are rising too slowly, which means that they are still well below average when pupils leave at the end of Year 6. For pupils at the end of Key Stage 2, attainment has been well below average for English and mathematics for two out of the last three years.
- Too many pupils make inadequate progress in writing and mathematics by the end of Key Stage 2. Although some pupils are now making expected progress throughout the school, the proportion achieving more than expected progress is still below average. More-able pupils are not making the progress of which they are capable.
- Most pupils make better progress in reading than writing, although attainment in reading is still below average at the end of Year 2 and Year 6. In 2012, only 53% of pupils in Year 1 achieved the expected standard in the government's screening check for reading, although this rose dramatically in 2013 to 84%. Pupils in Year 6 commented that they are enjoying the new reading programme which has been introduced since September.
- Standards in writing at the end of Year 6 are about two terms behind their peers nationally as they are not given enough opportunities to develop further the skills they have learnt in literacy lessons and to write at length in other subjects.
- The standards pupils achieve by the end of Year 6 in mathematics are more in line with national expectations, but progress is slower than in reading and writing.
- Pupils who are disabled or who have special educational needs receive targeted support within the classroom and in small groups. Their progress and attainment fluctuate. In 2012, the gap between their attainment and that of their peers narrowed.
- The attainment of those pupils who receive additional support through the pupil premium for reading, writing and mathematics is above that of their peers. Eligible pupils are making better progress than their classmates because funding has been spent effectively to provide additional teaching assistant support to raise their attainment in mathematics and reading.
- Pupils who come from minority ethnic backgrounds and who speak English as an additional language make better progress than their classmates in English and mathematics. They achieve higher standards than their peers nationally in mathematics.

### The quality of teaching

### is inadequate

- Teaching over time has not been consistently good enough to enable pupils to make the progress expected for their age or ability. Teachers do not always plan precisely enough or use assessment information well to ensure that work is matched to pupils' needs. Too often, the same task is set for the whole class with varying levels of support, and this means that more-able pupils are not given difficult enough work and the less able find the work too hard.
- Lessons which lack pace and themes that do not engage pupils mean they lose interest and

learning time is lost. Teachers' expectations are not always high enough so that, too frequently, they settle for poor handwriting and presentation.

- Teaching is beginning to improve and no inadequate teaching was seen during the inspection. Feedback and guidance given by senior leaders and external support are helping teachers to improve their practice. However, this is a recent initiative and has not had enough time to have an impact on accelerating progress and raising standards.
- There have been considerable improvements in the marking of pupils' books. Most teachers provide detailed and effective comments on how pupils can improve their work and time is given so pupils can make a response. However, not all teachers ask challenging questions which strengthen pupils' knowledge or extend their understanding, particularly in mathematics.
- Where good teaching was seen, teachers had an in-depth knowledge of their pupils which ensured that work matched their various needs. Teachers chose themes which interested the pupils, moved learning along quickly and used 'talking partners' to good effect, so that pupils had the opportunity to discuss their ideas. Teaching assistants were well deployed and effectively supported groups or individuals within the classroom.
- Children make good progress in the Reception classes because teaching over time is consistently stronger than for the older pupils. They typically benefit from a well-prepared range of free choice and activities led by adults which enable them to develop their concentration and to begin to learn independently.
- Throughout the school, teachers and teaching assistants work together as a team. Most teaching assistants are deployed effectively and are successful in supporting small groups or individual pupils in a variety of academic and social situations.

### **The behaviour and safety of pupils**

### **requires improvement**

- In some lessons pupils' concentration drifts and attitudes to learning are not always positive. Although rarely disruptive, pupils do not fully participate when lessons lack pace and engagement.
- The school has worked diligently to make pupils aware of the different types of bullying, including name-calling, racist abuse, cyber-bullying and the dangers of using the internet. Visits by the police and pupils attending 'Crucial Crew' workshops have raised awareness. Older pupils stated that there had been some incidents of bullying and racism last year but the teachers 'stopped it'. Pupils say they know who to talk to if they are worried about something and are confident that an adult will deal with any issues.
- Speaking to parents, and their questionnaire returns, show that parents generally feel that the school ensures that pupils behave well. However, there is a marked percentage who feels that the school does not deal with bullying effectively. Evidence shows that incidents are dealt with but records are not always comprehensive.
- Pupils are polite and courteous to visitors, demonstrate good manners and have positive relationships with staff. They like coming to school as, 'Teachers are really kind and nice.'
- Pupils say they feel safe and enjoy school, and the majority of parents support this view. The work of the school liaison officer has had a positive effect on attendance. It is average and exclusions have declined since the last inspection.

**The leadership and management are inadequate**

- Leaders and managers have not tackled the low standards and lack of progress over time quickly enough. While teaching is improving and is beginning to have a positive effect, pupils are still not performing at national levels and thus too many pupils leaving the school without the skills appropriate to their next stage in education.
- The headteacher and deputy headteacher, through recent accurate data analysis and detailed work scrutinies, have correctly identified the weaknesses which pupils are experiencing. However, these analyses have not been undertaken frequently or followed up robustly until recently. As a result, improvement has been too slow in coming. There is evidence in the school development plan that timetables have been set to ensure that regular checks are made and evidence was seen to show that immediate follow up is now taking place, but it is too soon to see the impact of this recent improvement on pupils' achievement.
- Targets linked to the performance and progress of pupils in reading, writing and mathematics are now being set as part of the performance management system for teachers (the process which develops their expertise and holds them to account for their work). Leaders have not always based their judgements on teaching securely on the progress pupils make; this has led to an over-estimation of the quality of teaching. Leaders thus have not held teachers sufficiently to account.
- Newly qualified teachers should not be employed without the prior approval of the monitoring HMI.
- A number of parents and carers, through Parent View, felt that the school did not respond well to concerns they raised. Communication is not seen as so effective in Key Stage 2 as in Key Stage 1, as some parents felt unable to meet teachers on an informal basis as they did in Key Stage 1 and letters were thought to go astray. Responses to Parent View indicated a third of the responders would not recommend the school to other parents nor did they feel that the school was well led or managed. However, informal conversations at the start of the school day were generally supportive and the parents of Reception children were very positive.
- The local authority has become more closely involved with the school over the last two years as they have become anxious about the lack of progress and low standards. They undertook a review of the school, including governance, during the summer term and have a strategic action group in place to help move the school forward. As this is a recent initiative, there has been limited impact to date.
- The curriculum provides pupils with a variety of topics aimed at developing their skills systematically across a range of subjects. There is a range of after-school activities and a Year 6 residential visit which further enhances the learning experiences for all pupils. School leaders provide many opportunities for pupils' spiritual, moral, social and cultural development. Themed days, when parents and carers are invited into school to share experiences, have been very successful in raising pupils' awareness of different faiths.
- After-school activities, including sport, are enjoyed by pupils and this encourages them to stay healthy and promotes their well-being. The school plans to use the additional primary sports funding to extend school clubs to include dance and netball, and to provide additional training for staff to develop fully the physical education curriculum.

**■ The governance of the school:**

- The governing body is very supportive of the school but, until recently, has not held leaders to account rigorously enough for the quality of teaching, progress and pupils' achievements. Governors have not been trained to recognise the link between pupils' achievement and evaluating the success of initiatives in the school development plan. They are aware of the school's strengths and weaknesses but have not asked searching questions to challenge school leaders. Members of the governing body visit the school regularly, help with readers and are responsible for specific subject areas. The finance governor meets the bursar to ensure that the budget is well managed. Governors are aware that the school has spent the pupil premium funding on the family liaison officer and additional support, and have monitored the impact on pupils' performance. Governors understand the procedures for performance management of the headteacher and staff, and are aware of the implications of performance-related pay. Governors ensure that safeguarding arrangements meet statutory requirements.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	124655
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	425294

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	307
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynda Richings
<b>Headteacher</b>	Simon Phillips
<b>Date of previous school inspection</b>	1 December 2011
<b>Telephone number</b>	01473 727552
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