

Rose Hill Primary School

Elmfield Drive, Rose Hill, Marple, Stockport, Cheshire, SK6 6DW

Inspection dates 7–8 May 2014

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Requires Improvement | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- There has been improvement in all key areas since the previous inspection because there is much greater consistency in what is provided for pupils across the school.
- Pupils of all abilities make good progress from their different starting points in reading, writing and mathematics.
- Standards are above average when pupils leave Year 6, especially in reading and mathematics.
- Teaching is good. The marking of pupils' work has been a whole-school focus and has considerably improved. This is now very thorough and identifies what pupils need to do to improve further.
- There are good links between subjects, for example, pupils have opportunities to solve mathematical problems in topic work.
- Pupils' behaviour is good. They get on well together and have a good understanding of how to keep everyone safe.
- The senior leadership team and a strong group of subject coordinators and year group leaders drive school improvement well. They make clear to everyone their expectation of further success.
- The school has worked closely with external advisors to identify and pursue what needed to be improved most.
- The staff work well together as a team and are committed to further improvement.
- Governance is good. Governors have a secure understanding of data on pupils' performance, which ensures they are in a good position to hold the school to account for the standards achieved.
- Parents are usually pleased with the quality of care and education provided.

It is not yet an outstanding school because

- The progress pupils make in writing is not as strong as in other subjects. This is because their spelling and understanding of grammar and punctuation are not always secure.
- The opportunities for staff to work together to improve teaching and learning are not widespread.
- Some teaching assistants are not active enough in checking pupils' understanding or providing support.

Information about this inspection

- Inspectors observed learning in 28 part-lessons. Several of these were joint lesson observations with the headteacher and deputy headteacher.
- Meetings were held with the headteacher, deputy headteacher and the assessment coordinator. There were discussions with the Early Years Foundation Stage leader, the special educational needs coordinator, and the team of literacy and numeracy leaders. Discussions took place with groups of pupils, members of the governing body and a representative of the local authority.
- Inspectors took account of the views of 91 parents from the online questionnaire (Parent View). They also spoke to several parents at the start of the school day and received a very small number of written communications. Inspectors also reviewed the 28 responses to the staff questionnaire.
- Inspectors observed the school's work and looked at a number of documents, including data on pupils' progress and planning and monitoring information. Inspectors also listened to several pupils reading individually and scrutinised samples of recent work. They also considered in detail records relating to behaviour, attendance and safeguarding.

Inspection team

| | |
|--------------------------|----------------------|
| Sue Hall, Lead inspector | Additional Inspector |
| Melvyn Hemmings | Additional Inspector |
| Rosemary Batty | Additional Inspector |

Full report

Information about this school

- This is a larger than average-sized primary school.
- The school was formed from the amalgamation of three local schools in 2009 and operated on two separate sites until the opening of the purpose-built facilities in 2012.
- The school has a 40 place nursery, which about half of the children attend. The other half usually start school in one of three Reception classes.
- Around 22% of pupils are known to be eligible for the pupil premium, which is a little below the national average. In this school, this provides additional funding for pupils who are known to be eligible for free school meals and a very small number of pupils who are looked after by the local authority. Because of the small number of pupils in the latter group, they are not referred to in the report in order not to identify individuals.
- The proportion of disabled pupils and those who have special educational needs identified at school action is in line with the national average. The proportion identified at school action plus or with a statement of special educational needs is below the national average.
- Around seven percent of pupils are from ethnic minority groups, which is well below the national average. Fewer than half of these pupils speak English as an additional language, and most are bilingual.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Raise pupils' achievement in writing further by:
 - checking that pupils develop the confidence and skills to spell unfamiliar words accurately
 - ensuring that pupils write grammatically and use the correct punctuation.
- Ensure that teaching and learning is consistently effective by:
 - sharing the best practice in school to refine the skills of staff in challenging different groups of pupils
 - checking that all teaching assistants are actively involved in checking pupils' work and providing appropriate support.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and experiences that are broadly typical for their age. Children settle quickly and many become chatty and confident young learners. They make consistently good progress and sometimes this is outstanding.
- Checks at the end of Year 1 of pupils' understanding of letters and the sounds they make (phonics) show that their skills are a little above average. Staff ensure that pupils produce the sounds accurately, which helps them then blend these together to work out new words.
- As pupils of all abilities move through the school, they make good overall progress. Data indicate that, in the last two years, pupils in Year 2 have reached standards significantly above average. In Year 6, standards have shown more fluctuation in recent years. Current information indicates that pupils across the school are now making better progress and achieve well.
- Pupils do well in mathematics and several say this is their favourite subject. Many have secure understanding of how to carry out quite complex calculations and solve problems confidently.
- Pupils do well in reading and many across the school read with confidence. For example, pupils in Year 3 read unfamiliar books correctly and work out the meaning of new words by referring to the context of the story. Many pupils are well supported in reading at home.
- Most pupils write reasonably well and there is evidence of very good quality work by older pupils. Data and school records though show that pupils do not always make as much progress in this area as they do in other subjects. Observations indicate that this is because pupils do not always spell particularly well, and their understanding of grammar and punctuation is neither consistent nor secure.
- Data indicate that, previously, boys have done much better than girls. Observations of lessons, looking at pupils' work and assessment information, indicate that boys and girls mostly now achieve equally well. The very small number of pupils who speak English as an additional language make good overall progress. The most able pupils also make good progress, as seen in challenging mathematics activities in Year 6.
- The lower attaining pupils, disabled pupils and those who have special educational needs make good progress because work is well matched to their abilities. This was seen when the lower attaining pupils in Year 6 solved multi-step problems by choosing and using appropriate calculation strategies. The strong links with other subjects ensured that the pupils were interested in the information they had, such as the length of rivers. As a result, they were able to work out the differences and decide what the average length was and make excellent progress.
- Pupils known to be eligible for free school meals and thus entitled to support from the pupil premium funding, make good overall progress. Last year, these pupils were about two terms behind their classmates in mathematics, a year behind in reading and almost a year behind in writing. The school employs a teacher and other support staff to work successfully with these pupils to narrow any such gaps. Any other gaps between the achievements of different groups are closing. Additional primary school sports funding is making a positive impact on standards, including in dance and gymnastics.

The quality of teaching is good

- The school has a clearly expressed commitment to improving teaching and learning. Lesson observations over time and samples of pupils' work show that teaching is now typically good and improving well. There is no inadequate teaching and several examples of outstanding learning.
- Pupils' books show that the recent whole-school focus on improving marking has been very successful. This is carried out diligently and clearly indicates to pupils what they need to do to improve. Target cards are used well, including in writing, to remind pupils what they need to do to reach the next level in their work.

- Staff have high expectations of what the pupils will achieve, especially in Year 6 where teaching is often outstanding. This was seen when pupils wrote a letter as a character from a short film. Because they were hooked by the music and characterisation in the film, they readily suggested ways in which they could improve the description of the setting. Excellent questioning moved their learning on further by focusing on the characters' feelings.
- Staff have good subject knowledge and of how to teach pupils of different ages and abilities. This was seen when reception children learned more about letters and the sounds they make. Staff displayed strong subject knowledge and, as a result, they focused on the correct pronunciation of sounds. This enabled the children to make excellent progress by blending sounds together to work out a range of words.
- The planning of lessons is good and takes careful account of the range of ability within groups. Work is well matched to pupils' different abilities; the most able pupils, those of lower ability, disabled pupils and those with special educational needs are challenged appropriately.
- Staff have some opportunities to work with colleagues in a coaching role to improve planning, teaching and learning. The school recognises that with some very strong practitioners the programme of coaching other staff to improve learning could be extended.
- Teaching assistants play a rather mixed role in supporting learning. Some support, including that for pupils entitled to the pupil premium, is effective and moves learning on well. However, observations show that some staff are not very active in checking pupils' work or in moving learning forward.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- They typically behave well in lessons and when moving around the school. They are usually polite to each other and to the adults they work with. They share resources happily and many cooperate very readily with partners or in a small group.
- Pupils' attitudes to learning are good. Many pupils across the school have a real enjoyment of learning and try hard with their work. Pupils' books show their work is often neatly presented. Most are willing to take part in discussions and offer their ideas. However, a few in all groups offer little and wait for others to suggest their ideas of what to do next. This occasionally limits their involvement in activities, and does not help to improve their self-confidence and speaking skills.
- Pupils appreciate the good working relationship they have with the adults around them. Attendance is average overall. The persistent absence of a small number of pupils has an impact on overall attendance, but is being monitored and is improving.
- The school's work to keep pupils safe and secure is good.
- Pupils know that bullying is not acceptable and are familiar with the different forms this might take, including cyber-bullying. They are confident staff will respond to any worries they may have. Parents indicate only a small minority have concerns about behaviour.

The leadership and management are good

- The leadership and management of the school are now good and have considerably improved since the previous inspection. The headteacher and other leaders have worked successfully to ensure that the remaining effects of three sets of staff and pupils combining together and working on two sites has been overcome. Teamwork is now good. This has helped provide much greater consistency in all areas of the school's life and work.
- Senior leaders work closely with subject coordinators and phase leaders (for different age groups) to provide a strong focus on improving teaching and learning. The development of this 'middle leaders' group has extended the number of staff involved in reviewing performance and sharing the role of developing teaching and learning in an effective manner. This group of skilled

practitioners have made a significant impact in many areas and are driving up standards.

- The school has extended the use of data on pupils' performance to check and track the progress different groups make. The headteacher carries out regular discussions with class teachers about the progress made of all pupils to ensure that any underachievement is identified and addressed. The assistant headteacher leads on managing the data, which are being used increasingly well to close the gaps between the achievement of different groups.
- Senior staff check the quality of teaching and learning carefully. There are good links to the management of performance and appropriate links to pay awards. The programme of monitoring is linked well to additional training activities, including with other schools.
- Leadership of the Early Years Foundation Stage is good. The development of the three Reception class bases into separate areas focusing on language, mathematics and understanding of the world, provides interesting activities and resources for children. Pupils entitled to support from the pupil premium are well supported, including through the role of an additional teacher.
- While there are some opportunities for staff to work together to model good practice, this is not extensive. On occasions, staff are not always confident about exactly what else to do to improve learning.
- Most parents who responded to the inspection questionnaire and those spoken with believe their children are well looked after and are happy here. A few disagree that leadership and management are good and believe the school does not respond to their concerns very readily. The inspection team found no evidence to support these views. Indeed, the school has a parent partnership group to inform and involve parents and an 'open door' policy to try to address concerns.
- The school provides a good range of interesting activities and visits to promote learning in all areas. A particular strength is the very effective link between subjects which is reflected in pupils' books. This ensures that there is a good range of reasons to write and a practical basis for many mathematical problem-solving activities.
- The school uses additional funding to support the development of sport by employing a specialist to work with pupils and staff to improve skills in dance and gymnastics. Additional staff also provide more lunchtime sports activities and some sessions focused on invasion games. These activities are monitored by the school staff and are making a positive contribution to developing pupils' physical skills and well-being, together with building staff confidence.
- Pupils' spiritual, moral, social and cultural development is promoted well. There are many opportunities for pupils to work together to promote their social development. In several subjects, the focus on different environments and cultures helps pupils develop a better understanding of the lives of other people.
- The school has been well supported by the local authority since the previous inspection. There have been numerous visits by representatives working closely with senior staff, including to develop the role of subject and phase leaders. This has been very successful in helping the school to move forwards at a faster pace than previously.
- Procedures to safeguard pupils meet current national requirements. Staff ensure that pupils have equal access to activities. The school fosters positive relationships and tackles discrimination. With the many improvements made and clear planning for new roles, the school demonstrates that it has the capacity to continue to improve.
- **The governance of the school:**
 - Governance of the school is good and has improved since the previous inspection. Governors are supportive but are also working successfully to hold leaders to account for school performance. They are well informed about what information tells them about progress, with the work of committees ensuring a good focus on data. Link governors monitor pupils' attainment and meet with staff to discuss developments in key areas.
 - Governors recognise their responsibility that, when working with an established leadership team, they have to stand back and ask probing questions to ensure recent improvement is maintained.
 - Governors are well informed about the quality of teaching and learning. They ensure that

additional funding to support those entitled to the pupil premium and the primary school sport funding is used where needed most. Governors support the headteacher in managing teachers' performance and pay-related issues. A recent review of governance confirmed that procedures, including financial management, are efficient and effective.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 106076 |
| Local authority | Stockport |
| Inspection number | 442386 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 524 |
| Appropriate authority | The governing body |
| Chair | Carol Candler |
| Headteacher | Lynn Bragg |
| Date of previous school inspection | 16 October 2012 |
| Telephone number | 0161 427 9168 |
| Fax number | 0161 427 4174 |
| Email address | headteacher@rosehill.stockport.sch.uk |

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