

Rimrose Hope C of E Primary School

Sandy Road, Seaforth, Liverpool, Merseyside, L21 1AD

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a school with a dynamic headteacher and senior leadership team, highly skilled teachers and teaching assistants, and knowledgeable governors, who are fully involved in the life of the school.
- The work of senior leaders and governors has been effective and successful in raising standards for pupils and improving the quality of teaching.
- Pupils' behaviour is good. They are highly respectful to each other, staff and visitors, enjoy coming to school, and say they always feel safe.
- Pupils, including children in the early years, benefit from an outstanding curriculum which fully engages their interests in reading, writing, mathematics, music and the arts.
- The quality of teaching is good. Teachers and teaching assistants know pupils very well, stimulate and 'fire' their imagination and make sure that they are always ready to learn.
- Phonics are taught well. The proportion of pupils secure in the national phonics screening check (knowledge of letters and the sounds they represent) in 2014 was well above average.
- Pupils with disabilities or who have special educational needs who learn in the school's resource base, are cared for well by experienced teachers who make sure that they progress well and enjoy learning.
- The vast majority of pupils make good progress across the school in reading, writing and mathematics.
- Pupils' attainment in reading, writing and mathematics at the end of Key Stage 1 has improved each year for the last five years.
- The primary school sport funding is spent exceptionally well. It helps to promote pupils' health and well-being and their participation in a wide range of sporting activities.
- Parents appreciate the school's 'open door' policy and are of the view that their children achieve well and are kept safe. The work of the parent-teacher association has made an outstanding contribution to parental involvement in school activities.
- Early years provision for children in the Nursery and Reception classes is good. As a result, children enjoy school, make good progress and achieve well.

It is not yet an outstanding school because

- Pupils do not always know what they can do to improve their learning, especially in Key Stage 2.
- Tasks and activities in class do not always challenge pupils, particularly the most able in Key Stage 2, to achieve to the very best of their ability.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, including in the resource base, as well as the teaching of small groups of pupils and sessions aimed at helping pupils to learn to read. Two lessons were observed jointly with the headteacher.
- Inspectors listened to pupils read and held discussions with pupils from across the school. Pupils' work in books was scrutinised during lessons and separately with senior leaders.
- Inspectors considered the 19 responses to the on-line questionnaire (Parent View), as well as the school's own surveys of parents' views. Informal meetings were held with parents at the beginning of the school day.
- Responses to the inspection questionnaire completed by 48 members of staff were considered.
- A meeting was held with eight governors, including the Chair of the Governing Body. Meetings were also held with school leaders and staff responsible for English, mathematics, Key Stages 1 and 2, provision for disabled pupils and those who have special educational needs and children in the early years.
- A meeting took place with a representative from the local authority.
- A range of documents was examined. These included the school's reviews of its own performance, information about pupils' progress, the school's checks on the quality of teaching, development plans, various records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Lenford White, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Alison Burbage	Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is more than twice the national average. This is in addition to those in the local authority resource base.
- The proportion of disadvantaged pupils supported by pupil premium funding is more than twice the national average. (The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- Almost all pupils are of white British heritage.
- Children in the early years provision attend Nursery on a part-time basis, and Reception classes on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the time of the previous inspection there have been a number of appointments, including four newly qualified teachers, an assistant headteacher, a deputy headteacher, and an early years manager. The senior leadership team has been reorganised, and several new governors have joined the governing body.
- A well above average proportion of pupils leaves or joins the school at times other than the start of the academic year.
- All pupils in Key Stages 1 and 2 learn in mixed year-groups, with three Years 1/2, 3/4 and 5/6 classes, making a total of nine classes.
- The school houses a local authority resource base for up to 20 children, from Reception to Year 6, with complex learning difficulties and disabilities.
- A breakfast club is available to pupils. This is managed by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching so it is outstanding and in so doing, raise pupils' achievement, particularly in Key Stage 2, by:
 - ensuring that pupils know exactly what they can do to improve their learning
 - making sure that tasks and activities in class always challenge pupils, particularly the most able, to achieve to the very best of their ability.

Inspection judgements

The leadership and management are good

- The school is led and managed well by a highly motivated, and recently strengthened, senior leadership team which enriches the lives of pupils, and ensures that they achieve well. They are supported well in their endeavours by capable and skilled teachers and teaching assistants, and governors who know the school well.
- Inspection evidence, including school data, discussions with staff and parents, and work in pupils' books, indicate that pupils and children are now making good and sometimes accelerated progress, especially in Key Stage 1. Senior leaders have systematically tackled all areas for improvement identified from the previous inspection. This has led to much improved teaching and learning across the school.
- The work of the coordinators for English and mathematics is effective and has, for example, helped to ensure that pupils currently in Year 6 are achieving well for their age in reading, writing and mathematics. The contribution made by middle leaders to improving the quality of teaching and learning is continually improving. This is evident in their work in assessing the quality of teachers' curriculum planning, and supporting teachers new to the school.
- Systems for monitoring the quality of teaching, and teachers' performance are good. Teachers and teaching assistants are set challenging targets which are linked to the school's improvement plans. These are closely checked on by senior leaders and shared with the governors, who are careful to ensure that focused training and support are available to ensure that all staff reach their targets.
- Pupil premium funding is used very effectively to ensure that eligible pupils' achievement is catching up with that of their peers. School data for 2015 show that those eligible for support through the pupil premium are making accelerated progress and are achieving well for their age.
- The school's fully implemented and outstanding curriculum is very effective in engaging the interests of pupils, and children in the early years. It promotes pupils' reading and writing skills across all subjects effectively. The school's new approach to problem-solving in mathematics has helped to ensure that, this year, pupils across Key Stages 1 and 2 have made better progress. Pupils enjoy reviewing books, writing about their many educational visits, and participating in daily 'maths challenges' and spelling, grammar and punctuation activities.
- The school's work to develop pupils' spiritual, moral, social and cultural development is outstanding. Pupils are curious and respectful and have a deep understanding and sense of responsibility towards those less fortunate than themselves. This was demonstrated in their recent fundraising for Ebola sufferers in Sierra Leone, and for a local hospital. Music provision is outstanding. Pupils are highly adept at playing a wide range of percussion, string, and woodwind instruments and enjoy participating in the school choir and brass band. Pupils learn about the major world faiths and celebrate various religious festivals.
- Pupils are acutely aware of British values, and recently exercised their right to vote for the school council at the school's polling station during the 2015 general election. They understand that 'Britishness' extends beyond the bounds of their community, learn about the slave trade and Liverpool's 'Black Community,' and regularly meet visitors from other cultures.
- The school promotes strong relationships with parents, the church and the community. The outstanding work of the parent-teacher association, which has raised funds through bingo, disco and film nights, as well as Christmas fairs, has enabled the school to purchase a minibus. This has provided new opportunities for pupils, especially those in the resource base.
- Senior leaders and governors ensure that the primary school sport funding is spent very efficiently. Sporting excellence is celebrated and pupils are encouraged to participate in a wide range of physical activities, including horse riding, raft building and gymnastics. Training and coaching for staff have had an outstanding impact on developing their skills. It has encouraged pupils' participation in competitive sports, and helped to develop the health and well-being of both staff and pupils.
- The school's work to challenge discrimination and promote equality of opportunity is good. Inspection evidence shows that all groups of pupils make good progress, including those in the resource base, and that any gaps between groups of pupils are narrowing rapidly.
- The local authority works closely with the school. Most recently, support has been provided to help to strengthen its senior leadership team, and the new leadership of the early years provision.
- The school takes care to ensure it has very effective arrangements in place for safeguarding pupils, including children in the early years. All staff know exactly what to do if pupils express worries over their safety or well-being. Pupils are highly confident in approaching adults if they have any concerns.
- **The governance of the school:**
 - Governors know the school well and have made a highly effective contribution to improving the quality

of teaching and raising standards since the previous inspection. Governors know how well pupils' performance compares to that of pupils nationally. They are of the view that national data tell only a part of the story in relation to pupils' achievement; inspection evidence confirms that this is the case. However, they are not complacent and know that more needs to be done to raise levels of attainment in reading, writing, mathematics and grammar, punctuation and spelling across the school.

- Governors are of the view that the quality of teaching is good. They know this because they spend time in school talking to both teachers and pupils. Parent-governors are especially complimentary about teaching and are happy that their children are making good progress.
- Governors are familiar with the performance management targets of all teachers and teaching assistants, and are careful to consider whether they have met their targets before accepting any recommendations made by senior leaders for staff promotions.
- Governors know that online homework, dyslexia-friendly reading schemes, access to specialist music services, the work of the learning mentor, educational visits and small-group teaching activities are all helping to boost the progress of pupils eligible for support through the pupil premium.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils' attendance, although below average, has vastly improved since the previous inspection and continues to do so. Pupils enjoy coming to school. They are proud of their school building and outdoor learning and playing areas, and take good care of them. Pupils wear their school uniforms with pride, and are especially proud to wear their 'neckers' (a neckerchief worn in scouts' fashion), which display their badges for, for example, good work, good behaviour and being kind.
- Pupils, including those in the resource base and children in the early years, are highly courteous towards each other, teachers, visitors and all members of the school community, including the site manager and the 'lolly pop' lady, and emulate the excellent standards of behaviour modelled by all staff.
- Pupils' behaviour is good at all times. This includes when moving around the school and during lunch and playtimes. Their behaviour in class is never less than good. They settle into their learning quickly, follow instructions well and are confident in sharing their ideas with their learning partners and the whole class.
- Pupils regularly attend breakfast club to catch up with their friends and talk about their learning. This has made a good contribution to their improved punctuality and good attitudes to learning.
- Pupils are of the opinion that behaviour is good most of the time, with some 'fall outs' during playtime. However, they indicate that any differences of opinion are soon sorted out and, and people quickly become friends again. Inspection evidence, including a scrutiny of the school's behaviour logs and discussions with pupils, confirms that behaviour is typically good.
- Adults are highly skilled at managing pupils' behaviour. This they demonstrate on the rare occasions when those who find it difficult to manage their own behaviour shout out, or talk at the same time as the teacher.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are of the view that bullying is rare; parents and staff are of this view too. Parents who completed Parent View, the school's surveys of parents' views, and those who spoke with inspectors all said that they are happy that their children are safe and well looked after.
- Pupils have a good understanding of most forms of discrimination-based bullying, including racism, which they say is 'when someone is of a different colour or religion and you make fun of them'. They say that racism rarely, if ever happens at school, because 'we learn to respect people, whoever they are', and 'like meeting different people'.
- Pupils have a good understanding of cyber-bullying, and how to avoid it. This is because they know how to use technology sensibly, and how to keep themselves safe when using the Internet. They know that they can press the 'whisper button' on their computers at school to report any concerns to teachers, and that they should go only on to age-appropriate websites. Visitors from police, fire, rail, health, and social services regularly come into school to talk to pupils about dangers and risks, and to help them to stay safe when near the various canals, lakes and water ways close to the school. Pupils' cycling proficiency training ensures that they behave sensibly and safely when on roads and pathways.

The quality of teaching is good

- The quality of teaching, including in the early years and the resource base, is good and has improved since the previous inspection. Pupils learn well in the school, with lots of information available to help them to improve their reading, writing, grammar, punctuation, spelling, and mathematical skills.
- Teachers and teaching assistants work exceptionally well together to enhance pupils' learning experiences and engage them in tasks and activities which they find stimulating and interesting.
- Teachers expect pupils to participate fully in classroom activities. This was exemplified in a Years 5/6 class, when pupils were 'warming up' and practising their problem-solving skills before their main mathematics activity. This set them up well for their task to plan a party, deciding what food to buy, and which purchases would be the most cost-effective. The teacher constantly reminded pupils to prove that their answers were correct, and encouraged them to come to the front of the class to explain their calculations using the white board.
- Teachers develop pupils' reading skills very effectively. Pupils are encouraged to read from the board, share instructions and information from their text books and read at home. Dedicated 'book review' sessions are helping to develop pupils' ability to read critically. They are highly skilled at identifying essential information from texts, and have developed a love of books, and an appreciation of the work of a wide range of authors.
- Teachers' work to develop and improve pupils' grammar, punctuation and creative writing is paying off. This was evident in a mixed Years 5/6 English class, where pupils were engrossed in watching a short clip from an animation film. After a discussion about the clip, pupils were asked to write a description of what they had seen from the point of view of the character in the film. All pupils, including those with special educational needs, demonstrated their good skills in using their 'descriptosauruses' (a child's thesaurus) to help them with their writing. All the time the teacher encouraged pupils to use metaphors, similes and 'interesting adjectives' in their writing, and to check on their punctuation.
- Pupils listen to each other's views and work exceptionally well together. This was the case in a fast-moving mixed Years 3/4 spelling class, where pupils were developing their use of technical language. Pupils were asked to write down a sentence read out by their teacher, and then check on their spelling. They were keen to work together to share their spelling and were confident enough to show mistakes, and define difficult words.
- The presentation of pupils' work is of a very high standard across all subjects. 'Jotter' pads allow pupils to work through problems in mathematics, without worrying about crossing out mistakes, before presenting their work neatly in their problem-solving books. Work in pupils' books shows that clear and consistent marking is helping to ensure that they make good progress over time in English and mathematics. However, at times progress is not as good as it should be, especially in Key Stage 2, because pupils do not always have a precise enough knowledge of what they need to do to improve their learning.
- Teachers usually have very high expectations of pupils, and plan activities which ensure that they find learning challenging. This was the case in a mixed Years 1/2 mathematics class where pupils were engaged in different activities relating to solving number problems. While the teacher worked with the main body of the class, ensuring that they were clear about their tasks, two teaching assistants worked with pupils of varying abilities. The most able worked out which numbers they could use to add up to 20, while others used smaller numbers. However, tasks and activities in class are not always this challenging, particularly for the most able in Key Stage 2. On such occasions pupils do not always achieve to the very best of their ability.

The achievement of pupils is good

- In 2014 at the end of Year 6, pupils' attainment in reading, writing, grammar, punctuation, spelling and mathematics was below average. The progress of a small number of pupils was below average in all subjects. However, these data have to be treated with caution. More than one third of all pupils at the end of Year 6 in 2014 had special educational needs and achieved well, taking into account their capabilities and exceptionally low starting points. Pupils without special educational needs achieved well in all subjects. Their attainment matched that of all pupils nationally in reading and writing and was close to average in mathematics. This represents good progress from their well-below-average starting points at the end of Key Stage 1.
- Pupils' progress across Year 1 was good in reading, writing and mathematics. Their attainment at the end of Key Stage 1 has improved continually over the last five years, and is much higher than at the time of the previous inspection.

- The proportion of pupils identified as secure in their phonics skills in the national phonics screening check at the end of Year 1 in 2014 was well above average. Pupils love to read, and do so whenever they can. Older pupils who read for inspectors were avid readers and regularly read a wide range of books from their extensive school library. All pupils said that they enjoyed regularly reviewing books by different authors and read every day. Less able readers used their phonics skills well to sound out and read even the most challenging words.
- Continually improving teaching contributed well to pupils' good and sometimes outstanding progress in writing in most year groups in 2014, and continues to do so this year. Pupils are enthusiastic writers, they write extensively about their many visits to museums and galleries, and have many opportunities to practise their writing skills in science, in topics exploring themes such as Mayan culture and the First World War, and in religious education. Teachers' unified approach to correcting pupils' spelling and encouraging good grammar and punctuation is helping to ensure that pupils are currently making accelerated progress in these areas.
- A below average proportion of pupils attained Level 5 in mathematics in 2014, but their progress was good across most year groups, often from very low starting points. Specialist training and good leadership of mathematics have helped to ensure that all teachers take the same effective approach in their work, making sure that pupils find mathematics interesting, and that they fully understand its importance in everyday life. Pupils' books reveal that they are highly skilled at problem-solving and have a good understanding of how to apply their mathematical skills.
- Pupils in the resource based are supported well by specialist staff who are experienced at teaching and supporting pupils from across Key Stages 1 and 2 and the early years. Staff work closely with parents and various specialists and ensure that pupils benefit from the same outstanding curriculum as their peers in school. During the inspection pupils were interested and engaged in their learning. The school's own data and inspection evidence show that pupils make good progress in reading, writing and mathematics and achieve well.
- Disabled pupils and those who have special educational needs are looked after exceptionally well by highly experienced, well-trained and supportive staff. At the end of Year 6 in 2014, the attainment of pupils with special educational needs compared well to that of similar pupils nationally in mathematics, but was not quite as good in reading and writing. Most of these pupils made good progress, often from exceptionally low starting points.
- In 2014 the attainment of disadvantaged pupils in mathematics at the end of Year 6 was about a term behind their peers in school and approximately two terms behind in reading and writing. Disadvantaged pupils' attainment was just under three terms behind all pupils nationally in each subject. A small minority of disadvantaged pupils, some with special educational needs, and some who joined the school part way through the year, did not make expected progress in reading, writing and mathematics, although a larger proportion made better than expected progress. The school's own data show that disadvantaged pupils are currently making good, and often outstanding progress, in all subjects across the school.
- The school's work with the most able pupils is improving. All staff have received training to help them to support pupils capable of securing Level 3 in Key Stage 1, and Level 5 in Key Stage 2 in reading, writing and mathematics. Specialist teachers are working with the most able children in the early years in order to push them even further in their learning. However, tasks and activities in class do not always challenge pupils, particularly the most able in Key Stage 2, to achieve to the very best of their ability.

The early years provision

is good

- The leadership and management of all aspects of the early years provision are good. Early years staff work exceptionally well with parents, the church and members of the local community to ensure that children's educational experience is memorable, their progress is good, and they attain well.
- Almost all children enter the Nursery class with skills and abilities well below those typical for their age. School data show that children's speaking and listening skills are especially weak at this stage. However, all children benefit from good teaching, delivered by experienced, caring and well qualified staff, and soon settle into the Nursery and Reception classes and make good progress in all areas of learning. In 2014 the proportion of children entering Year 1 with the skills and abilities necessary for the next stage of their learning was just below average. This represents good progress from their very low starting points.
- The children are highly inquisitive. They enjoy meeting visitors and talking about their learning. They follow routines closely, behave well, and play and learn together safely. This includes when taking turns playing on their bicycles, and when engaging in various activities in their outdoor learning and playing areas. The children are especially keen gardeners and enjoy exploring their nature reserve.

- Staff take all opportunities to develop children's number skills and knowledge of plants and animals. For example, staff focus on measuring when children plant vegetables such as peas, radishes, carrots, potatoes, onions, beetroot and courgettes, and encourage discussion around the importance of sunlight, water and soil in helping plants to grow.
- Provision in the Nursery and Reception classes is good. Children learn in spacious, well-resourced, bright and imaginative classrooms with displays of their work linked to various topics. Children enjoy drawing, writing, making shapes and patterns, and role play. Staff continually praise children for their good work, encourage them to explore the world around them, and reward them with the 'star of the day' badge for their 'alien drawings' 'super writing', and 'robot reading'.
- Children benefit from good teaching, and a highly effective curriculum which stimulates their interests and helps them to develop a sense of curiosity. Regular visits to zoos, museums and local places of interest, and visits from the school nurse and vet, develop children's appreciation of the world around them, and of people who help us.
- Staff constantly provide opportunities for children to ask questions and develop their communication skills. This was exemplified during reading time in the Nursery class when children listened intently to the story of Jack and the Bean Stalk. They demonstrated an excellent understanding of the story and sat in total silence until they were asked questions, to which they were very eager to respond.
- Staff continually check on children's progress and regularly share information on their development with parents. Good advice is provided to parents on how they can help with their children's learning. For example, the school website contains information for parents on the importance of counting and daily reading. In addition to this, phonics workshops provide useful information to parents on the school's approach to teaching reading and writing, and how parents can help. Senior leaders are exploring ways of engaging parents even further through the school's community and adult learning programmes. Parents are happy that their children are safe, well looked after and achieving well.

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

Unique reference number	134371
Local authority	Sefton
Inspection number	461701

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	301
Appropriate authority	The governing body
Chair	Roger Driver
Headteacher	Lawrence Crilly
Date of previous school inspection	22 November 2011
Telephone number	0151 2886508
Fax number	0151 2886523
Email address	admin.rimrosehope@schools.sefton.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

