

# Rose Hill Primary School

The Oval, Oxford, Oxfordshire, OX4 4SF

**Inspection dates** 10–11 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' achievement is not securely good across the school. They do not consistently make good progress in reading, writing and mathematics and in all classes.
- Pupils in Year 6 leave school with standards that are below those found nationally in all subjects, especially in writing.
- Teachers do not always plan work that helps all pupils to make good progress. Sometimes it is too hard or too easy for some pupils in the class.
- Pupils do not always listen carefully to what their teachers ask them to do or concentrate on their tasks so that they can do their best.
- Until recently leaders and managers had not ensured that teaching improved so that pupils' achievement improved.
- Governors have previously not received enough information about pupils' achievement to give them a clear picture of the school and challenge leaders to make improvements.
- Parents do not have complete confidence that the school provides the best education for their children.
- Children in the Reception class do not make good enough progress so that they can enter Year 1 well prepared.
- The attendance of some pupils, particularly those of White British heritage, is low.
- Recent changes in staff mean that there are newly appointed middle leaders who are not yet fully effective in leading their areas of responsibility.

### The school has the following strengths

- The headteacher has developed a strong aspiration among staff and governors that all pupils can achieve well.
- Pupils feel safe in school; they know who to turn to if they are worried.
- Parents think their children are well looked after and safe in school.
- Children have a good start to school in the Nursery, and make good progress.
- Governors are now well informed and are challenging leaders and ensuring that priorities for improvement are carried out.
- A determined focus on improving behaviour means that pupils play well together and move around the school sensibly and safely.

## Information about this inspection

- Inspectors observed 17 lessons and part-lessons. They were accompanied by the headteacher and senior leaders in 10 of the observations.
- Meetings were held with senior and middle leaders, teaching and non-teaching staff, members of the governing body and with pupils from Years 2 to 6. The lead inspector met with representatives of the local authority.
- The inspectors heard pupils from Years 2 and 6 read.
- Inspectors looked at a range of school documentation including the school’s development plans and records of monitoring of aspects of the school. They also looked at safeguarding documentation and minutes of the governing body meetings. They looked at the school’s records of pupils’ progress and evaluated the work in pupils’ books.
- Inspectors considered the five staff questionnaires that were returned and the recent school staff survey.
- There were too few responses to the online parent questionnaire Parent View for inspectors to consider. Inspectors spoke to parents as they brought their children to school and also considered the school’s recent parent survey.

## Inspection team

Jenny Batelen, Lead inspector	Additional Inspector
Sheila Boyle	Additional Inspector
Alwyne Jolly	Additional Inspector

## Full report

### Information about this school

- Rose Hill is a larger than an average sized primary school.
- Children attend the Nursery part time and Reception classes full time.
- Pupils come from a wide range of ethnic heritages, less than half the pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is higher than the national average.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils who are known to be eligible for free school meals or in local authority care) is above the national average.
- The governing body manages a breakfast club.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a significant number of staff changes in the last 12 months following a year of instability in staffing. Thirteen staff, including the headteacher, took up their posts in September 2014.
- The headteacher is also headteacher of Rose Hill and Littlemore Children's Centre and governors are on the management committee. The centre did not form part of this inspection.

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

- Improve the achievement of pupils by ensuring that teachers consistently:
  - provide activities that interest and enthuse pupils in their learning and develop their skills, particularly in writing
  - match work to pupils' needs so that all pupils, including the most able and disabled pupils and those who have special educational needs, are appropriately challenged
  - give oral and written feedback that helps pupils to know how well they have done and what they can do to improve.
- Strengthen the leadership of the school, including in the early years provision, so that senior leaders:
  - are more rigorous in ensuring that teaching and learning improve and are consistently good
  - take more rigorous action to improve the attendance of pupils, especially those of White British heritage
  - ensure the consistent management of behaviour in all classes so as to improve pupils' attitudes to learning
  - use the information about pupils' achievement to carefully track progress and regularly share this information with parents
  - provide effective support and training to develop the roles of subject leaders, including the leader of the early years provision.

## Inspection judgements

### The leadership and management

### require improvement

- The headteacher has, since her arrival, established an ethos of aspiration among senior leaders and governors that pupils will achieve the best they can. Staff who have joined the school recently are now beginning to be part of this aspiration. However, continuing changes among staff mean that this is not always apparent and policies are not always consistently applied.
- Senior leaders have not, until this year, ensured that the quality of teaching improves and as a result the previously rising pupils' attainment dipped across the school last year. School information shows an improving picture, but there is still not consistently good teaching that ensures that all pupils make good progress and so the school is not yet fully ensuring equality of opportunity for all pupils.
- Teachers consider that they are helped to improve. They have targets for improvement related to the national teaching standards and to pupils' achievement. They value the support and training to help them meet these targets and understand the link between meeting these targets and any progression in pay awards.
- Leaders evaluate the work of the school and have correctly identified the areas to improve. On taking up her appointment the headteacher rightly prioritised improving the behaviour of the pupils so that learning can take place without disruption. Progress has been made, although parents, pupils and staff believe this could improve further. The school has the capacity to make further improvements.
- A focus on attendance within school has raised the pupils' awareness of how important it is to be in school. However, attendance is still low for some groups of pupils, especially those of White British heritage, and leaders are implementing further strategies to improve this. These are beginning to show improvements for some pupils.
- Many new staff means that leadership of subjects had been the responsibility of senior leaders until now. Newly appointed middle leaders are beginning to take up their roles and develop their skills so that they can effectively lead and manage developments in their subjects and areas of responsibility.
- The special educational needs coordinator has been rigorous and effective in analysing the needs of disabled pupils and those who have special educational needs. Support for these pupils is in place, although the coordinator recognises that teachers do not always plan work that provides challenge without it being too hard.
- Pupil premium funding is used effectively to support those pupils eligible and their families. This enables disadvantaged pupils to take full part in school life and make progress in line with their classmates.
- The range of subjects taught is interesting, and pupils enjoy the themes they study. Visits and visitors enrich their experiences and enhance their understanding of what they are studying. Themes are often developed across the different subjects.
- Pupils' understanding of British values such as respect and tolerance are developed through a range of opportunities. They learn about British institutions such as the government and who makes decisions. Pupils in Year 5, studying Europe, have considered the benefits of and arguments against membership of the European Union. Pupils from the wide range of heritages mix well together and there is no discrimination. As a result pupils are well prepared for life in modern Britain.
- The school promotes pupils' spiritual, moral, social and cultural development effectively through a range of opportunities such as theatre visits, learning to play musical instruments, reflecting on different places of worship and how to behave in a respectful way. Older pupils have opportunities to be part of activities at a university and this is raising their aspirations and desire to do well.
- Primary physical education and sport funding is used to improve staff skills in teaching the subject and to provide a range of sports which pupils enjoy taking part in. Funding is also used to transport pupils to a range of sporting activities to increase their engagement in competitive and performance events.
- Parents have mixed views of the school and its leadership. There has been a determined effort to involve them more closely in their children's education and this is beginning to have an impact so that parents feel more confident in approaching the school and talking to staff.
- Safeguarding policies meet current government requirements. Checks on staff suitability are thorough and visitors are made aware of how to keep pupils safe and what to do if there are any difficulties. As a result pupils feel safe in school.
- The local authority has provided ongoing support to the school since September 2014 to improve all areas, especially teaching and the provision for pupils previously finding being in school difficult. As a result, opportunities for pupils have improved.
- **The governance of the school:**
  - Governors did not previously receive enough information about the school in order to ask searching

questions about how leaders were making improvements. Since September 2014 this has improved and they now have a very clear understanding of the strengths and areas to develop in the school. Governors have a range of skills and are well trained and this means that they are able to carry out their statutory duties competently. They understand the information about pupils' progress and know how well the school is doing compared with other schools nationally. They monitor how the pupil premium funding is used ensuring that it helps these pupils to make progress in line with their peers. Reports from the headteacher and visits to the school ensure that governors now know about the quality of teaching and how it should be improved. They understand how teachers are helped to improve their practice and approve the financial reward for teachers who meet their targets. Governors are well informed about how any weaknesses in teaching are tackled. Governors ensure that safeguarding requirements are met and that all pupils and staff in school are safe.

## The behaviour and safety of pupils

## require improvement

### Behaviour

- The behaviour of pupils requires improvement. Not all pupils are yet able to concentrate and take a full part in their lessons. As a result they do not learn as well as they might and occasionally disrupt the learning of others.
- Behaviour has been a focus of school improvement. Codes of conduct are developed in each class and most pupils understand the importance of listening carefully and concentrating in order to learn well. This has helped foster good relationships between adults and pupils.
- Pupils who find relationships difficult are increasingly helped to manage their behaviour, but this is not yet consistent. Recent further developments in the school's management of behaviour have not yet had time to ensure that there is little disruption to learning.
- The number of exclusions has reduced. The implementation of the school's behaviour policy has helped pupils, who sometimes find it difficult to behave, manage their behaviour and remain in school.
- Most pupils respond well to staff instructions, but it can sometimes take time for them to settle to work, so that time to complete activities is lost.
- Pupils move around the school sensibly and they play well together in the spacious playground and field. Behaviour in the breakfast club is calm, helping those pupils who attend to have a good start to the day.
- Pupils are polite and well mannered. Most speak with enthusiasm about the different activities in school and show a pride in their school.
- Pupils think that there is some bullying, although know that some of this is teasing. They understand the different forms of bullying, including racial and homophobic. They are confident that teachers will sort any issues out.
- Pupils consider that their behaviour has improved, but think it could be better and their parents agree with this view.
- Attendance overall is below the national average. A focus on the importance of attendance means that some pupils are now achieving 100% attendance. The proportion of those with persistent absence has reduced. However, there are some pupils, especially those of White British heritage, whose attendance is poor. The school's careful analysis of these pupils' attendance is improving leaders' understanding of the reasons. This enables the school to work with families, and leaders, including governors, are looking at further ways to support these pupils and their families.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents agree that their children are kept safe in school.
- The site is safe and pupils know that adults are there to help them if they have any worries. When playing outside pupils confidently spoke of the adults watching out for them as they played on the equipment and in the wild area.
- Pupils know how to keep themselves safe. They understand about the risks when using the internet and what to do if they find a problem. They also have a good knowledge of safe practice when out and about in the community.
- Leaders check on those who are not in school. They try to get them in to school if possible and if not, ensure that they are safe and well looked after.

## The quality of teaching

## requires improvement

- Teaching is not consistently good enough to ensure that all pupils make good progress in reading, writing and mathematics in all classes.
- Teachers do not always plan work that closely matches the needs of the pupils. As a result disabled pupils and those who have special educational needs may find the work too hard and are not able to make enough progress in their lessons. Most able pupils sometimes get bored, waiting for more challenging work. This limits their progress.
- Some lessons are not interesting enough to engage pupils' enthusiasm. Pupils do not see the relevance of the task set and so do not make enough effort to complete tasks and make progress. When tasks relate to themes they are learning about, such as finding the shapes in the castle in Year 2, pupils are interested and work hard to find the solutions and so make progress.
- Phonics (sounds that letters make) had previously been taught well, but this was not the case last year and as a result pupils do not have a confident grasp of phonics to help them when they come across words they do not know in their reading or they need to spell. This is getting better as teachers improve their knowledge and understanding of phonics.
- Mathematics teaching gives the pupils the opportunity to develop their reasoning skills and to deepen their thinking so that they can explain their task and what skills they have used.
- Writing skills are taught through a range of subjects and this often helps pupils understand the reason for the task – such as persuasive letters to the government about the school heating. However, there is not enough focus on developing these skills so that there is constant improvement.
- Comments in books or oral feedback do not help pupils understand how well they have done and what they must do to improve their work. Feedback in mathematics books does not always challenge pupils to consolidate their thinking and so make further progress.
- Teaching assistants give good support, particularly to disabled pupils and those who have special educational needs so that they are helped to focus on their tasks. Small group work is well targeted for these pupils so that they can make good progress.

### The achievement of pupils

### requires improvement

- Pupils make progress across the school in reading, writing and mathematics but this is not consistently good in all classes and is weaker in writing than in mathematics and reading.
- Different groups of pupils, including those from a range of ethnic heritages and those who speak English as an additional language, make good progress in a majority of classes, particularly in mathematics, but there is not a consistent picture across the school.
- Children in Nursery make good progress, but this slows in the Reception class. In 2014 less than half the children left the early years provision well equipped to start Year 1, especially in literacy and mathematics skills. School information indicates that this has improved this year and a higher proportion of children will be better prepared for Year 1.
- Standards in Year 2 had been rising, but in 2014 these dipped, especially in writing, so that standards were again well below those found nationally. School assessments and work in books indicate that although pupils have made good progress, especially in mathematics, the attainment of the current Year 2 pupils is likely to be broadly similar to last year, but with an increase in the proportion of pupils attaining the higher Level 3 in mathematics and writing.
- Similarly the standards of pupils who were in Year 6 in 2014 dipped compared with the rises made in the previous years and were well below those found nationally. School information, including work in books, indicates that there will be a slight improvement this year, especially in writing. However, it is unlikely that the current government floor standards will be met.
- Pupils in Year 6 in 2014 made good progress in reading and mathematics, although not as much as in the previous year. In reading the proportion making more rapid progress exceeded the proportion found nationally. School information indicates that progress in all year groups during this academic year is at least as expected with some classes making more rapid progress.
- Most able pupils are not always challenged enough to tackle harder tasks. However, there is evidence that this is improving and that there will be an increase in the proportion reaching the higher levels in both Key Stages 1 and 2.
- Disabled pupils and those who have special educational needs did not previously achieve as well as they could. The clear analysis of needs and support in place, through small group and one-to-one sessions, shows that they are now making progress similar to their classmates.
- Disadvantaged pupils did not make rapid enough progress last year. The gaps in their attainment in the 2014 national tests were equivalent to three terms behind other pupils in mathematics when compared to

pupils nationally, and four and a half terms behind in reading and six and a half terms in writing. Compared to other pupils in the school the equivalent gaps were one term in mathematics, one term in reading and four terms in writing. These gaps were not as wide as previously; however, the gap with national figures had widened. School information shows that the progress of these pupils in this academic year is similar to their peers in most classes and that the gaps in their attainment are closing.

### The early years provision

### requires improvement

- Leaders of the early years provision have not made sure that children make good progress throughout their time in the provision. The previous lack of clarity in the understanding of children's skills as they start the Reception classes meant that staff were unable to effectively ensure that children continued to make good progress.
- Information about children's progress is not always clear, particularly in the learning journeys (records of children's progress) so that parents as well as staff understand how well children are making progress and how they can help them improve.
- The good start in Nursery means that children quickly settle and to enjoy their learning. They make good progress because children's interests are built on to help them learn.
- Children across the setting have the opportunity to use the spacious outside area which is well equipped so that children can develop skills in all areas of learning.
- Adults use questioning to help children further their thinking. However, sometimes this is not used effectively enough so that children can develop the activities and make further discoveries. This limits the progress children can make.
- The newly appointed leader of the early years provision has clearly identified areas to improve and is improving the teaching of phonics to improve the literacy skills of the children and particularly to help the high proportion of children who speak English as an additional language.
- Children play well together; they co-operate and learn to take turns. The inside and outside areas provide a safe environment for the children. Training for staff ensures that safety issues are a high priority.
- Parents are encouraged to contribute to the record of their children's progress, but this is not regularly taken up. Parents comment that they feel more welcome in this part of the school and that they feel able to come in to the provision and talk with staff.

## 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>	123049
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	448852

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robin Gill
<b>Headteacher</b>	Sue Vermes
<b>Date of previous school inspection</b>	12–13 July 2010
<b>Telephone number</b>	01865 777937
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