

Rose Hill Primary School

The Oval, Rose Hill, Oxford, Oxfordshire OX4 4SF

Inspection dates 17 and 18 November 2015

Overall effectiveness **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is not effective. Health and safety checks are not rigorous or timely. Essential requirements are not met.
- Standards have declined significantly since 2014. Leaders and governors have had insufficient impact on slowing the deterioration in standards. Pupils who have fallen behind in reading, writing and mathematics are not catching up quickly enough.
- Leaders' evaluations of the school's effectiveness are inaccurate and too generous, paying too little attention to how well pupils are learning.
- Pupils are uninspired by teaching. Consequently, they lack motivation to give of their best in all learning activities. Teaching assistants lack the necessary skills to support pupils effectively.
- The teaching of reading is ineffective. Many pupils struggle to learn to read, making unacceptably slow progress. Pupils do not read widely or often enough.
- Leaders have failed to ensure that pupils receive a full curriculum entitlement. Resources are poor. Teachers have had insufficient training in order to deliver a full range of subjects and prepare pupils for life in modern Britain.
- The majority of children leave early years without having developed the skills, knowledge and understanding needed for Key Stage 1.
- Attendance is low. Some pupils have high rates of absence. A significant proportion of pupils who attend regularly arrive late.

The school has the following strengths

- The teacher with responsibility for disabled pupils and those with special educational needs monitors pupils' progress closely. The school's information shows that Key Stage 2 pupils with special educational needs make good progress over time.
- Pupils who experience behavioural difficulties are well supported. The school works closely with The Mulberry Bush School to gain expertise in providing help and support for these pupils.

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.

What does the school need to do to improve further?

- Senior leaders and governors, working with the local authority, must act without delay to ensure that the school is a safe place for pupils to learn. Actions needed immediately include making sure that:
 - electrical testing is completed on all appliances by an appropriate person
 - fire regulations are met
 - appropriate checks are undertaken on all adults in the school
 - governors and staff receive appropriate safeguarding training, including on preventing radicalisation and extremism.

- Improve the quality of teaching and learning in order to accelerate pupils' progress, including in early years, by ensuring that:
 - teachers have higher expectations of what pupils are capable of achieving in reading, writing and mathematics
 - pupils have regular, high-quality opportunities to read widely and often
 - teachers receive useful training to develop their skills and expertise, including in the teaching of phonics (letters and the sounds that they make)
 - activities in lessons cater well for pupils' differing abilities
 - teaching assistants develop their skills and expertise so as to have a positive impact on pupils' learning
 - pupils' presentation and pride in their work improve.

- Improve leadership and management to ensure that:
 - leaders use the information they gather to accurately evaluate the school's strengths and weaknesses
 - information about pupils' progress is shared and used to inform the school's action planning, including in the early years
 - middle leaders develop their skills in order to play a more active role in evaluating their subjects
 - the curriculum is fully implemented so that pupils receive their entitlement for a broad and balanced education
 - teachers are held to account for the progress of pupils in reading, writing and mathematics
 - parents are well informed about how well their children are learning
 - provision for pupils' social, moral, spiritual and cultural education is strengthened
 - pupils' attendance and punctuality improve.

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

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Safeguarding is not effective. Governors, leaders and the local authority have failed to act upon critical health and safety advice. For example, electrical appliances are not tested regularly in line with legal requirements. Despite a recent fire drill highlighting shortcomings in evacuating the school, additional practices have not been planned to iron these out.
- School safeguarding procedures are not implemented rigorously. For example, a visitor during the inspection gained access to the school without challenge. Risk assessments are not well considered or shared with staff. Consequently, leaders cannot guarantee that pupils are safe.
- Leaders' self-evaluation of the school is too generous. There is an overemphasis on measuring success against one or two indicators, such as the reduction in serious behaviour incidents or improved attendance for a small number of pupils. As result, there is insufficient awareness of the striking decline in school performance and falling standards. Ambition for every pupil to learn well is lacking.
- Leaders do not ensure that staff follow the school's agreed policies. For example, not all teachers have adopted clear guidelines in the new marking policy and some pupils do not write with the correct pen or pencil. Over time, some pupils are taking less care with the presentation of their work. Scribbling on covers of exercise books is commonplace. Leaders know pupils' work does not comply with what they expect, but are unable to explain why they have not acted.
- The curriculum is generally broad and balanced. However, pupils in Year 5 and Year 6 are not taught modern foreign languages. In other subjects such as computing, leaders have failed to ensure that resources are appropriate or that staff receive appropriate training. This means that, in more than one subject, pupils are not ready for the next stage of their education.
- Local authority officers acknowledge that support in the past has not been rigorous enough. More recently, further support has been offered. Leaders have rejected this help. Consequently, the local authority has not had sufficient impact on raising standards.
- Staff turnover is extremely high and as a result, pupils expect to have more than one teacher over the course of a year. In September, six new teachers started, one has left and another has resigned. School records show that some resign because they are reluctant to take on additional responsibilities. Senior leaders do not do enough to fully understand the issues in order to improve staff retention.
- Middle leaders are inexperienced. They have not received suitable support or training to develop their skills and expertise. The mathematics and English leaders have had little impact on standards in their subjects.
- Parents who spoke to inspectors expressed their dissatisfaction with the school, noting its recent decline. Many feel in the dark about how well their children are learning. Parents expressed particularly strong concerns about the lack of reading books shared between home and school. Inspectors checked reading records and noted that many pupils do not read often enough to their teacher.
- The assistant headteachers and deputy headteacher provide useful support for inexperienced or newly qualified teachers. Although teachers receive useful feedback, the pace of improvement is too slow.
- Leaders have been too inward-looking. They are too slow to seek expertise that would develop teachers' skills, instead having to spread themselves too thinly to meet the school's training needs. As a result, few teachers have the skills and expertise to teach well. This is most noticeable in the teaching of early reading skills.
- Pupils are not prepared well enough for life in modern Britain. Efforts to develop pupils' understanding of values such as tolerance and respect are at an early stage. Leaders concede that work on this aspect needs regular revisiting and consolidation, including in school assemblies. Pupils' social, moral, spiritual and cultural understanding is emerging, but few are able to describe how this translates into their behaviour beyond the classroom.
- A recent review of pupil premium funding has been conducted, but this exercise needs to be repeated in order to improve the impact of spending. Leaders are aware of the need to improve teaching in order for many disadvantaged pupils to catch up. Disadvantaged pupils make slow progress and achieve low standards, like all other pupils in the school. However, in some year groups gaps are narrowing between disadvantaged pupils and others.
- Sports funding is used to provide additional opportunities for pupils, including after school clubs. As a result, more pupils are engaged in physical activities than in the past. However, too many pupils are not taking up these opportunities and their health and well-being are not improving as a result.

- Pupils with behavioural needs are well supported. Work with outside agencies, including The Mulberry Bush School, ensures that pupils receive expert help.
- **The governance of the school**
 - Governors do too little to challenge the school to improve. Although they are optimistic the school can improve, plans to raise standards are not focused enough and the misguided mantra ‘things will sort themselves out’ prevails. Consequently, governors do not hold leaders to account rigorously enough for school performance.
 - Governors do not receive sufficient information in order to monitor school performance. For example, the early years’ outcomes for 2015 have not been shared with them. This means that governors are not fully aware of the extent of the decline in standards.
 - Governors have not ensured that they meet their statutory duty to keep pupils safe. For example, training to ensure that pupils are protected from the dangers of extremism and radicalisation has not been completed.
 - Governors do not have a clear enough understanding of the link between teachers’ pay and performance. In part, this is because performance management targets are not rigorous enough and teachers are not held strongly to account for pupils’ performance.

Quality of teaching, learning and assessment is inadequate

- Teachers’ expectations are too low. As a result, many groups including boys, disadvantaged pupils, lower-ability and average-ability pupils have all underachieved. Pupils happily occupy themselves in lessons but few activities are tailored to ensure rapid progression in learning.
- Very few lessons cater well for pupils of different abilities. Tasks do not promote rapid progress as some are too hard and some too easy for pupils. Equally, teachers design tasks that do not fit well with the learning intention of the lesson or with pupils’ starting points. For example, in a Year 6 mathematics lesson, pupils were unhappy as they were completing work they had done ‘lots of times before’.
- Mathematics teaching is weak. Activities to encourage pupils to solve problems tend to have very little mathematical purpose. For example, in a Year 5 lesson, pupils enjoyed designing potions, but the task did not enable pupils to secure their mathematical understanding of millilitres and capacity, as intended. Teachers do not always explain or demonstrate new methods well enough, which means that pupils fail to grasp new ways of solving mathematical challenges.
- Teachers are slow to adapt or reshape tasks when pupils struggle to understand. Pupils regularly complete work but adults fail to watch over pupils’ efforts. This means that errors go unchecked and misconceptions are not tackled. As a result, high proportions of pupils make inadequate progress.
- Teaching assistants do not support pupils well enough in lessons. Many do not actively work with pupils or seem unclear as to how they should support learning.
- Leaders track pupils’ achievement information. However, they are yet to analyse the information they gather. There is doubt as to whether the information gathered is accurate. Leaders have yet to establish precise targets to measure success in improving reading, writing and mathematics.
- The teaching of phonics is ineffective. Sessions lack structure and purpose. Teachers have not had sufficient training, their skills and expertise are underdeveloped and they mispronounce key sounds. Activities fail to capture pupils’ enthusiasm. Pupils develop early reading skills too slowly. Adults do not hear pupils who struggle to read regularly enough or provide the intensive support they need. Many pupils, in all year groups, are not achieving the standards expected for their age in reading.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is inadequate.
- Staff are not watchful or alert to potential dangers. During the inspection, a chemical store cupboard was open, posing a potential high risk to pupils. At playtimes, pupils ignored barriers to keep them away from unsafe areas. Pupils regularly disappear from sight and adults are too slow to respond.
- The school environment is disorganised and cluttered. Equipment stored at height, cleaning chemicals in classrooms, or resources discarded on the floor pose a danger to pupils.

- Leaders pay little regard to ensuring that the building is a safe place to be in. For example, the boiler room contains combustible materials including wooden pallets, superfluous furniture and aerosol cans despite advice from experts to remove flammable materials as soon as possible.
- Attendance is low. Recent work, including establishing parent contracts, has led to improvements for some pupils. However, this is at an early stage. Some pupils are still persistently absent.
- Many pupils arrive late. This has a negative impact on their learning as they miss learning activities in the first part of the day. During the inspection, several pupils were unsettled by their own or others' lateness.

Behaviour

- The behaviour of pupils requires improvement.
- Many pupils are easily distracted. In Key Stage 2, some pupils are slow to start tasks, lacking enthusiasm and willingness to learn. In part, this is because activities lack appeal or are too difficult. Younger pupils show little resilience or persistence in learning. Many pupils, particularly in Year 1, flit from one activity to another because adults do not keep check on what they are doing.
- Between activities or after playtimes, pupils are slow to settle and organise themselves. Adults' expectations are low.
- Teachers do not implement the school's play-based approach in Year 1 satisfactorily. Outdoor activities often turn into physical pushing and shoving and adults are slow and reluctant to intervene or guide pupils appropriately.
- Classrooms are sometimes untidy. Pupils, particularly in Key Stage 1, show little regard for resources. During tasks, several pupils were observed scrunching up their work and tossing it to the floor. This disregard for learning goes unchallenged and few pupils show pride and satisfaction in their efforts. In assemblies and some lessons pupils pay attention and behave well.
- Pupils are not enthused by learning. They do not display a thirst for reading and many do not have individual reading books. Pupils are categorical that they do not read often enough to an adult.
- Exclusion rates are reducing. Staff are becoming more skilled at managing challenging behaviour through the school's 'zones of engagement' approach, showing the impact of work with the partner school. However, rates of exclusion remain high, including for pupils with special educational needs.

Outcomes for pupils

are inadequate

- Standards have declined significantly over the last 18 months and rapidly since the previous inspection in June 2015. Outcomes at the end of early years, Key Stage 1 and Key Stage 2 are low and well below national averages. In other year groups, too few pupils are working at the levels expected for their age in reading, writing and mathematics.
- Pupils make slow progress in reading, writing and mathematics. In some classes, pupils are making expected progress but this is not sufficient to help them catch up. Although the school accepts many pupils are falling behind, actions to address this are underdeveloped and insufficient.
- Many classes are unsettled due to frequent changes of teacher. Last year, 12 out of 15 teachers were new; this year there are six new teachers and one has already left. Numerous changes of teachers adversely affect the progress pupils make and they are falling further behind. For example, Year 2 pupils need to make accelerated progress simply to achieve as well as they did last year.
- Very few pupils in Key Stage 1 or Key Stage 2 achieve the higher levels. This is because work for the most-able pupils is not sufficiently demanding in reading, writing and mathematics.
- Many groups, including boys, girls, disadvantaged pupils and pupils who have fallen behind, make slow progress. Pupils are slow to acquire the basic skills needed to master basic calculations in mathematics, tackle unknown words and read fluently or structure grammatically correct sentences in writing.
- Standards in phonics are low. In 2015, the proportion who met the standards in the Year 1 check was below the national average. Few pupils were successful in the Year 2 recheck. Many pupils, including some in Year 3, have still not met the standards expected at Year 1. Current Year 1 pupils are making slow progress in acquiring phonics skills.
- Children in early years do not acquire the skills and understanding typical for their age. Many start school at below typical levels. Few make good progress and so are unable to catch up over the course of the year.
- Disabled pupils and those with special educational needs benefit from individual support to develop their basic skills. The teacher in charge of disabled pupils and those with special educational needs tracks

pupils' progress carefully. She also works closely with class teachers to ensure that pupils' needs are identified promptly and met adequately. Disabled pupils and those with special educational needs in Year 5 and Year 6 make good progress. In Key Stage 1, progress for these pupils is slower.

- Some parents expressed concerns about the progress their children are making. Not all parents feel they obtain enough information about their child's learning and a lack of detailed curriculum information on the school's website further complicates the issue. The school has not advised parents about important matters such as keeping their child safe online.

Early years provision

is inadequate

- Leaders do not have an accurate understanding of the strengths and weaknesses of the early years' provision. Their efforts are focused on uniting the staff team rather than improving the development of children's basic skills. As a result, leaders are unaware how much improvement is required if children are to develop the skills and abilities typical for their age.
- Leaders have not reflected on elements of effective practice or children's outcomes in 2015 when planning for improvement. As a result, plans do not include enough rigour, such as that needed to accelerate children's acquisition of early writing skills.
- Some children join the school with skills and abilities below those typical for their age. However, not all children, including those with typical starting points, make the progress that they should. Progress in writing is particularly slow.
- Children are not prepared well for Key Stage 1. Many leave the Reception classes not having the skills expected for their age. Significant proportions do not have the number, writing or reading skills needed for Year 1.
- In lessons, too often children drift off to do other things or simply sit and lose focus. This is because activities do not match the children's needs or interests closely enough. They are not encouraged to be independent or develop their concentration. As a result, children do not always make the progress that they should across all areas of learning.
- School leaders cannot be assured of children's safety as there are some breaches of statutory requirements. For example, not all staff in the early years have undertaken the required checks.
- Phonics teaching is poor. Teachers do not pronounce sounds clearly or correctly. Children enjoy joining in with rhymes and songs but teachers do not do enough to help them link similar sounds. Consequently, learning activities are not memorable for children and their progress is impeded.
- Children in the Nursery are confident to select activities. Adults talk with children readily, asking probing questions to support their learning. However, in some group activities, children are not as confident at joining in. For example, when listening to *The Gruffalo*, not all children felt confident to join in with the refrain.

School details

Unique reference number	123049
Local authority	Oxfordshire
Inspection number	10007324

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	Robin Gill
Headteacher	Sue Vermes
Telephone number	01865 777937
Website	www.rose-hill-oxf.co.uk
Email address	office.2531@rose-hill.oxon.sch.uk
Date of previous inspection	10–11 June 2015

Information about this school

- Rose Hill is a larger-than-average-sized primary school.
- The early years provision comprises one Nursery class and two Reception classes. Children attend the Nursery part time and Reception full time.
- The proportion of pupils from minority ethnic backgrounds and the proportion of pupils who speak English as an additional language are above average.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for pupils in local authority care and pupils known to be eligible for free school meals, is above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Pupil mobility is above average.
- The school offers a breakfast club, run by the governing body.
- The headteacher started in September 2014 alongside 12 new teachers. This year, six new teachers have joined the school. 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.
- The school does not meet the government’s current floor standard, which sets out the minimum expectations for pupils’ attainment and progress by the end of Year 6.

Information about this inspection

- This inspection started as a Section 8 monitoring visit following the 'requires improvement' judgement in June 2015. During the first day it was deemed Section 5 and a full inspection took place.
- Inspectors observed 23 lessons or parts of lessons, 11 of which were visited jointly with senior leaders.
- Inspectors heard some Year 1 pupils reading and discussed their reading progress with them. A meeting was held with a group of pupils in Year 4, Year 5 and Year 6.
- Meetings were held with the headteacher, both deputy headteachers, the assistant headteacher, other staff with significant responsibilities and four governors, including the Chair of the Governing Body.
- A meeting took place with two representatives from the local authority, including the interim deputy director of teaching and learning.
- Inspectors spoke to parents at the start of the school day.
- An inspector looked at a number of documents, including the school's own information on pupils' current progress, teachers' planning, records of leaders' checks on the quality of teaching, records of behaviour and attendance, and documents relating to keeping pupils safe.

Inspection team

Elizabeth Farr, lead inspector	Her Majesty's Inspector
Helena Read	Her Majesty's Inspector
Hilary Goddard	Ofsted Inspector
Debra Anderson	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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