

Inspection of Rose Hill Primary School

Elmfield Drive, Marple, Stockport Cheshire SK6 6DW

Inspection dates: 2 and 3 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires Improvement

What is it like to attend this school?

Pupils enjoy coming to Rose Hill Primary School. They arrive each day happy and keen to get on with their learning. Pupils said that they like their teachers and enjoy learning with their friends. They feel safe in school.

Leaders have high expectations for all pupils, including pupils with special educational needs and/or disabilities (SEND). This includes pupils who attend the specially resourced provision. Children in the early years make a successful start to their education. Overall, children and pupils across the school achieve well.

Pupils' behaviour and attitudes are positive. They usually behave well in lessons and concentrate on their work. Nearly all pupils respond well to the expectations set out by their teachers. Pupils who spoke to inspectors said that bullying did not happen often. Leaders deal with bullying effectively when it does occur. This helps pupils feel confident to report their concerns.

Pupils learn a lot about different types of families. They understand how people are different and they recognise that everyone deserves respect. Pupils were keen to share what they have learned as part of the nationally recognised award that the school is working to achieve.

What does the school do well and what does it need to do better?

Leaders have made several changes to the curriculum on offer to pupils since the previous inspection. They make sure that all pupils, including pupils with SEND, learn a range of subjects. This begins with children in the early years. In many subjects, leaders set out what they want pupils to learn. They identify the most important knowledge and skills. Teachers select well-chosen activities to make sure that pupils learn the required knowledge.

Teachers explain learning well in lessons. Therefore, pupils understand their current learning. In lessons, teachers check carefully what pupils have understood. They use this information to make sure that pupils do not develop misunderstandings. Overall, pupils, including pupils with SEND and in the resourced provision, learn and achieve well.

In one or two subjects, leaders have not finalised their curriculum thinking. The knowledge and skills that leaders want pupils to learn is not as clear as it could be. Teachers in these subjects do not check carefully enough what pupils have learned. Pupils develop gaps in their knowledge. This hinders pupils' ability to remember their learning long term.

Leaders work hard to get the teaching of reading right. They make sure all pupils have access to high-quality books. Children begin to learn the sounds they will need to read effectively as soon as they come into school. Children in Nursery class learn different nursery rhymes, stories and poems. Leaders ensure that there is a structured phonics scheme in place to support pupils' learning. They make sure that all staff are highly trained. Teachers check that the sounds in the words in pupils' reading books closely match the sounds that pupils know.

Teachers check to see who is not keeping up with the development of early reading skills. Where pupils, including pupils with SEND, are in danger of falling behind, they receive effective support to help them to catch up.

Overall, leaders make sure that pupils achieve and behave well, including children in the early years. Pupils usually display positive attitudes to learning in lessons. On occasions, a small minority of pupils do not behave in the way that leaders expect them to. This means that they do not learn as well as they could do or show their usual high standard of behaviour around school.

Pupils with SEND are well supported, including in the specially resourced provision. Leaders ensure that they identify pupils with additional needs swiftly, so they can get the support they need. They use a range of strategies to make sure pupils with SEND can access the same curriculum as their peers. As a result, pupils with SEND across the school achieve highly.

Leaders promote pupils' personal development well. Pupils benefit from a well-designed curriculum, which meets their needs. Pupils make the most of what the school offers. They have a wide range of opportunities to develop their interests and talents. For example, pupils can attend sewing, clubs with a mathematical base and cooking clubs.

Staff are proud to work at this school. They have worked well with leaders to make the necessary improvements since the previous inspection. Governors understand what the school does well and what it needs to improve further. They make sure staff receive the training they need to carry out their roles effectively. Staff appreciate the way that leaders look after their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at Rose Hill Primary School. All staff understand their part in keeping pupils and children safe. Leaders ensure that all staff are well trained in safeguarding and they are alert to any potential signs of harm. Staff quickly report any concerns they have. Leaders work effectively with external agencies to ensure that pupils receive support quickly to keep them safe.

Leaders make sure that pupils have many opportunities to learn about how to stay safe. For example, pupils learn about fire safety. They also learn about how to keep themselves safe when using the internet or mobile technology.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, leaders have not identified the most important knowledge that they want pupils to learn. As a result, pupils develop gaps in their understanding over time. Leaders must make sure that they have clearly identified the specific knowledge needed in these final few subjects.
- On occasion, leaders do not make sure that pupils consistently behave well. This means a small minority of pupils do not behave as they should do some of the time. Leaders must make sure that pupils are equipped to behave the way that they expect them to.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106076
Local authority	Stockport
Inspection number	10241189
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	544
Appropriate authority	The governing body
Chair of governing body	Elizabeth Healey
Headteacher	Helen Mastrotonardo
Website	www.rosehill.stockport.sch.uk
Date of previous inspection	6 and 7 December 2018, under section 5 of the Education Act 2005

Information about this school

- A few new staff have joined the school since the previous inspection.
- The school has resourced provision for pupils with moderate learning difficulties. Fourteen pupils attend from Reception to Year Six.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID- 19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with subject leaders. Inspectors met with a range of leaders who are responsible for the school's pastoral system and the school's personal development programmes.

- The lead inspector met with a group of governors, a representative of the local authority and the school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, geography and design and technology. For each deep dive, inspectors met with subject leaders, visited lessons, talked to pupils and looked at pupils' work. Inspectors also reviewed other subjects in the curriculum.
- The lead inspector observed some pupils in Years 1 to 3 reading to familiar adults.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff.
- Inspectors took account of the responses to Ofsted's online survey for staff and pupils.
- Inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

Stuart Perkins, lead inspector	His Majesty's Inspector
Michelle Joyce	Ofsted Inspector
David Lobodzinski	Ofsted Inspector

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