

Inspection of Rosehill Methodist Primary Academy

Rose Hill Road, Ashton-under-Lyne, Lancashire OL6 8YG

Inspection dates: 16 to 17 May 2023

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	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy learning and are polite and courteous. Staff care for pupils and value them as individuals. This helps pupils to feel happy and safe.

Leaders have high expectations for pupils' achievement and behaviour, including those with special educational needs and/or disabilities (SEND). Pupils are clear about what leaders expect of them. They try hard in lessons and behave well most of the time.

Pupils know where to get help if they are anxious or worried. Pupils know what bullying is and the different forms it can take. Although there can be some fallings out at breaktimes, staff support pupils well to resolve any tensions around friendships. They take care to nip any potential bullying in the bud before issues escalate.

Pupils study an ambitious and diverse curriculum. They learn with enthusiasm and take care with their work. They enjoy learning about famous people who have fought for justice, such as Harriet Tubman and Rosa Parks.

Many pupils take advantage of the leadership opportunities provided by the school. Pupils live out the school's value of 'service' as eco-warriors, members of the school council and as members of the 'Working Together Committee'.

Pupils are particularly enthused by the many sporting activities on offer, such as tag rugby, hockey and cheerleading.

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

Leaders have recently made big changes to many subject curriculums. These curriculums are exciting and ambitious. They support leaders' focus on 'community, aspiration and resilience'. Subject leaders have carefully planned the most important knowledge that pupils should learn. These curriculums build in a logical order to help pupils to acquire a deep and rich body of knowledge. For example, in geography, pupils learn about Ashton before comparing it to a range of places around the world.

Most teachers are delivering the new curriculums well. They check what pupils have learned carefully and, if necessary, adapt the way that they teach so that all pupils learn well. This helps pupils, particularly those with SEND, to know and remember more than they did before. In a small number of subjects, however, not all teachers follow the new curriculums closely enough. Where this is the case, sometimes, pupils develop gaps in their knowledge.

Leaders have placed reading at the heart of the school. They have recently introduced a new early reading curriculum. They did this because too many pupils in key stage 1 were not learning phonics well enough. Staff are quickly becoming

experts at teaching early reading. Pupils enjoy learning new connections between letters and sounds. They practise by reading books that closely match the sounds they know.

Teachers assess how well pupils are learning phonics. They spot when a pupil is finding it difficult to keep up with their peers. However, some of those pupils who fall behind are not supported as well as they could be. This is because staff have not had sufficient training to help some of the weaker readers to catch up quickly.

Teachers read a diverse and ambitious range of books to pupils. They have started to teach pupils in key stage 2 a range of additional techniques to become more proficient readers. This, alongside the introduction of new subject curriculums, is helping to improve pupils' reading comprehension skills.

In the early years, children learn essential knowledge that prepares them well for Year 1. For example, they learn about time to help them study history. Staff communicate effectively with parents and carers. This keeps parents updated on their child's development. Children concentrate well during activities. They enjoy learning and playing. They are considerate of others and follow routines diligently.

Staff identify pupils with SEND quickly. This enables them to work closely with pupils and parents to put the right support in place. Staff support pupils with SEND to achieve well. This includes those pupils in the specially resourced provision for pupils with SEND.

Staff ensure that pupils know the rules and that they usually follow routines, such as walking down corridors on the left. Staff help pupils to behave positively in the classroom. This ensures that pupils rarely disrupt lessons. During breaks and lunchtimes, a few pupils behave less well. This occasionally leads to some difficulties between pupils.

Pastoral staff work tirelessly to ensure that pupils attend school regularly. So far this school year, their work has led to a significant increase in pupils' attendance. These staff have greatly reduced the percentage of pupils who are regularly absent from school.

Pupils are well prepared for secondary school. They are caring and empathetic. They understand healthy relationships and the importance of consent.

Recent changes have negatively affected the well-being of some staff. Despite this, many staff appreciate leaders' actions to help them manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff use their training to spot signs that a pupil may be at risk of harm. They report their concerns promptly.

Leaders work closely with a range of professionals to make sure that pupils and families get the timely help that they need.

Pupils learn about the risks that they may face outside of school. This includes the dangers of abusing substances and of playing around open water. They are also taught how to keep themselves safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not have the necessary expertise to support those pupils who fall behind with their reading. This hinders a small number of pupils from becoming accurate and fluent readers as quickly as they could. Leaders should ensure that staff receive the support they need to help those pupils who find reading more difficult to catch up with their peers.
- In a small number of subjects, some teachers do not deliver curriculums as well as leaders intend. Occasionally, this creates gaps in some pupils' knowledge, which makes it difficult for them to understand future learning. Leaders should ensure that all staff teach the subject curriculums as intended. This is so pupils' knowledge is built up securely over time.
- Some pupils do not behave consistently well during breaks and lunchtimes. This occasionally leads to disagreements between pupils. Leaders should ensure that pupils behave consistently well during these times.

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	146177
Local authority	Tameside
Inspection number	10268129
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	399
Appropriate authority	Board of trustees
Chair of trust	David Harrison
Headteacher	Gemma Yapp
Website	www.rosehill.academy
Date of previous inspection	Not previously inspected

Information about this school

- Rosehill Methodist Primary Academy converted to become an academy school in December 2018. When its predecessor school, Rosehill Methodist Community Primary School, was last inspected by Ofsted it was judged to be good overall.
- When the school became an academy, it became part of the Wesley Trust. In November 2020, the school became part of the Epworth Education Trust following the merger of the Wesley Trust and the Acorn Trust.
- The headteacher joined the school in September 2022.
- Leaders do not use alternative provision to educate any pupils.
- This school has a Methodist ethos. The most recent section 48 inspection for schools of a religious character took place in March 2017.
- The school has a specially resourced provision for 15 pupils aged three to 11 with a wide range of additional needs. All pupils in the specially resourced provision have an education, health and care plan. There are currently 15 pupils in the provision.

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 this into account in their evaluation of the school.
- Inspectors met with the headteacher, the chief executive officer, and other senior leaders from the school and the multi-academy trust.
- The lead inspector met with members of the trust board, including its chair, and members of the local advisory board, including its chair. He also spoke with the school improvement partner.
- Inspectors considered a range of documentation, including that relating to safeguarding. They spoke to staff about safeguarding, pupils' behaviour and their workload and well-being.
- Inspectors observed pupils' behaviour during lessons, as they moved around the school, and during break and lunchtimes.
- The lead inspector considered the responses to Ofsted Parent View and to Ofsted's online questionnaire for staff. There were no responses to the pupil survey. He also spoke to parents before the start of the school day.
- The inspectors conducted deep dives in early reading, mathematics, science, design and technology, and history. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke with some pupils about their learning and looked at examples of pupils' work.
- The lead inspector listened to pupils read to a familiar adult. He also spoke with curriculum leaders and looked at a sample of pupils' work in a small number of other subjects.
- Inspectors met with groups of pupils to discuss safeguarding, their learning, pupils' behaviour and opportunities for their personal development.

Inspection team

Will Smith, lead inspector	Ofsted Inspector
Gaynor Rennie	Ofsted Inspector
Schelene Ferris	Ofsted Inspector

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