

Inspection of Rimrose Hope CofE Primary School

Sandy Road, Seaforth, Liverpool, Merseyside L21 1AD

Inspection dates: 6 and 7 June 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils flourish at Rimrose Hope CofE School. They described it as a special place where they feel happy and safe. All pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well.

Pupils benefit from the high-quality experiences that leaders provide. As a result of these experiences, pupils develop an impressive array of knowledge and talents. They are extremely well equipped for the next stages of their education.

Pupils are highly motivated to earn rewards, such as badges for the 'Hope' award. They carry out leadership roles conscientiously. Pupils are proud of the tangible difference that they make to their school and wider community.

Leaders are aspirational for all pupils. They make sure that pupils behave and achieve as well as they can. Even the youngest children quickly settle in the early years. They respond with great enthusiasm to the skilful support that staff provide. Children profit well from this firm foundation as they progress into key stage 1.

Pupils are eager to learn. Their behaviour in class and around the school is exemplary. Pupils enjoy supporting each other. They are confident that staff will help them to deal with any worries that they may have. Leaders deal with incidents of bullying thoroughly.

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

Leaders are unswerving in their determination that all pupils achieve highly. Leaders provide highly effective and well-tailored support for pupils to ensure that they are ready to learn. This enables all pupils, including those with SEND, to overcome any challenges that they may face in accessing the curriculum.

Leaders have crafted a highly ambitious and innovative curriculum. The curriculum is exciting and captures pupils' interests. This begins in the early years, where children, including those in the two-year-old provision, develop curiosity and a desire to learn more. The curriculum also broadens pupils' understanding of the world around them.

The meticulous way in which leaders have designed the curriculum means that teachers are clear about the order that pupils need to acquire new knowledge. Teachers routinely ensure that pupils build on what they have learned previously. They carefully check that pupils' understanding is secure before moving on to new learning. The expert support that pupils receive enables them to build up a valuable and rich body of subject knowledge over time.

Across the school, pupils love to read. Leaders make judicious use of high-quality texts to underpin all aspects of pupils' learning. Pupils avidly explore the wide range

of literature that their teachers provide. This enhances their learning across the wider curriculum.

Leaders make sure that pupils develop secure reading knowledge. All staff who support pupils to learn to read are expertly trained. As a result, the school's phonics programme is delivered to a consistently high standard across the early years and key stage 1. By the time that they leave the Reception Year, almost all children have a secure knowledge of how to use phonics to read and write words. Pupils in key stage 1 continue to practise and develop this knowledge so that they can read fluently and accurately. Skilled staff ensure that the small number of pupils who fall behind with their reading knowledge catch up successfully.

Staff are accomplished in identifying the particular needs that individual pupils have, including those pupils with SEND. Leaders make sure that pupils benefit from expert support to help them to keep up with their peers. Pupils with SEND excel.

Leaders ensure that the school is a calm, nurturing place where pupils are encouraged to try their best. Children in the early years learn the value of respect and cooperation. Older pupils display highly respectful attitudes towards staff and each other. Pupils remain focused during lessons. They have little need for reminders from their teachers. As a result, pupils develop positive attitudes to learning. This stands them in good stead for their learning later in life.

Leaders place a high emphasis on pupils' personal development. Pupils are spiritual and reflective. They relish taking on responsibilities that help to develop their social awareness, for example acting as ambassadors for art and being play buddies for younger children. Pupils are taught about different religions and are accepting of pupils who arrive from different countries. Leaders make sure that all pupils, especially disadvantaged pupils and those with SEND, benefit from the exceptional opportunities on offer.

Children in the early years quickly develop independence and self-confidence. Pupils in key stages 1 and 2 build on this excellent start. They develop resilience and are also keen to support each other when they can. By the time that pupils reach key stage 2, they are highly motivated to develop new skills and talents. As a result, they are exceptionally well prepared for secondary school.

Leaders and governors work closely together to ensure that each pupil gets the support that they need to succeed. Governors also ensure that staff's well-being is a high priority. Staff members were keen to tell inspectors about the range of ways that leaders and governors support them to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are highly effective at keeping pupils safe. Staff receive regular and up-to-date safeguarding training. They know when a pupil may be at risk of harm. Leaders

quickly respond to any concerns raised by staff. Leaders make sure that vulnerable pupils receive timely and appropriate help when needed. They do not shy away from challenging other agencies to make sure that pupils are well supported.

Pupils have an excellent understanding of how to keep themselves safe. They learn how to identify and manage risk in a range of contexts. Older pupils described with ease many ways to protect themselves while online.

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	134371
Local authority	Sefton
Inspection number	10241295
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Chair of governing body	Paul Cummins
Headteacher	Lawrence Crilly
Website	www.rimrosehope.co.uk
Dates of previous inspection	26 and 27 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Liverpool. It was last inspected under section 48 of the Education Act 2005 in November 2016.
- Leaders make use of one registered alternative provider for pupils.
- The school opened a provision for two-year olds in November 2021.

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 spoke with the headteacher and other leaders in the school. An inspector also spoke with a group of governors, including the chair of governors.
- An inspector spoke with a representative of the diocese and a representative of the local authority.

- Inspectors looked at a range of documentation relating to safeguarding. This included the school's central record of staff and visitors, staff training records, records of safeguarding and samples of the records kept on individual pupils.
- An inspector observed pupils reading to a familiar adult.
- Inspectors carried out deep dives in early reading, mathematics, history, computing, and art and design. They spoke with the leaders of these areas of the curriculum. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors also spoke with leaders and looked at samples of work from other areas of the curriculum.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school. An inspector scrutinised leaders' records of pupils' behaviour.
- An inspector visited the school's breakfast club.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents and carers as they dropped their children off at school.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey, including the free-text responses.
- There were no responses to Ofsted's online surveys for staff or for pupils.

Inspection team

Claire Cropper, lead inspector

His Majesty's Inspector

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