

Inspection of Rose Hill Primary School

The Oval, Rose Hill, Oxford OX4 4SF

Inspection dates:	1 and 2 July 2025
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Rhiannon Wilkie. This school is part of the River Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul James, and overseen by a board of trustees, chaired by Jeremy Long.

What is it like to attend this school?

Rose Hill Primary School is a place where pupils are lovingly welcomed into school every day. Pupils enjoy playing with their friends and learning about 'fun and exciting things'. They like the new playtime toys and resources which they enjoy sharing with one another.

Pupils do not achieve well in published national outcomes. This is because the curriculum is not delivered effectively enough. This means that pupils do not develop a deep body of knowledge in the subjects they study. Most pupils are not well prepared for the next stage of their education. In contrast, those pupils who attend the resource provision are provided with a bespoke curriculum that supports them well to be successful.

The school is working resolutely to address historical weaknesses in how behaviour is managed. Nevertheless, incidents of disruptive behaviour in lessons persist. This distracts pupils and hampers their learning. Despite this, pupils are confident that the school will help them with any issues they have. They feel safe. Bullying is not common and is never tolerated.

The school is committed to enhancing the provision for pupils' knowledge of the wider world and life beyond the school gates. A range of trips and visits broaden pupils' lived experiences.

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

In the recent past, the school has experienced a period where there have been significant challenges, particularly around staffing. The new leadership has prioritised the actions needed to improve the quality of education quickly. The school is supported well by the local governing board and the trust.

The revised curriculum identifies what pupils need to know and remember well. Learning is ordered sequentially so that pupils build on what they know already. However, the curriculum is in the early stages of being implemented. As a result, the curriculum has not yet had the impact the school intends. This means most pupils do not learn and achieve as well as they should.

In lessons, the checks on pupils' learning are inconsistent. Too often, teachers do not identify and address key gaps and misconceptions in pupils' knowledge and understanding. Consequently, most pupils struggle to remember what they have learned in lessons and find their work too confusing. Pupils do not build their knowledge of the subject curriculums as well as they should.

The school identifies the needs of pupils with SEND correctly. It works well to provide the necessary support to help these pupils succeed in their education.

Children in the early years foundation stage make a positive start to their educational journey. They are well looked after by caring adults who provide exciting and stimulating activities. Children engage well with each other and their learning and are highly

inquisitive. Teachers ensure that children practise and secure their skills to be successful. Children are well prepared for their learning in Year 1.

The school's approaches to teaching phonics are at varying stages of implementation. Some staff do not deliver the school's phonics programme with fidelity and have gaps in their phonics subject knowledge. As a result, some pupils do not make the progress they should in learning to read. This affects their ability to build secure early reading skills. Despite this, the school prioritises a love of reading. Staff promote pupils' joy of reading through the use of high-quality texts, visits to the well-resourced library and careful consideration of multilingual texts to inspire parents to read with their children at home. Staff mainly check what sounds pupils know and offer support to ensure that pupils keep up when needed.

School leaders work closely with pupils and their families to address any barriers to poor attendance. There are still too many pupils who do not attend school regularly enough. When this happens, pupils miss out on vital learning and have key gaps in their knowledge and understanding.

The school has taken effective action to address incidents of poor behaviour. However, sometimes pupils' behaviour falls short of the school's standards. For example, in lessons, pupils are easily distracted by their peers which results in disruption to their learning. The school has clear strategies in place to support pupils who present more challenging behaviour.

Pupils learn about other cultures, festivals and traditions. Nevertheless, their understanding of British values and other religions is not sufficiently strong. As a result, they are not as well prepared as they could be for life in modern Britain. Pupils know how to stay safe online and how to keep themselves mentally healthy. They learn about caring for themselves and others and about healthy relationships. The school is reviewing the range of clubs on offer so that pupils have wider opportunities to develop their hobbies and talents.

Staff feel supported with their well-being and workload. They value the opportunity to work and collaborate with their colleagues in the trust and beyond.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, the curriculum is still in the early stages of implementation and is not taught effectively. As a result, pupils do not develop their knowledge as well as they

could. The school should continue to develop staff expertise in delivering the curriculum consistently and effectively so that pupils learn and achieve well over time.

- Teachers do not check carefully enough how well pupils remember the knowledge they have been taught. This means that key gaps in pupils' learning are not successfully identified or addressed. The school must ensure that assessment is used effectively to check what pupils know and remember across all subjects, so pupils make secure progress.
- Some key aspects of the school's personal development programme are not delivered well enough. As a result, pupils' understanding of other religions and fundamental British values is inconsistent, which limits how well they are prepared to live in modern Britain. The school should ensure that staff have the expertise to help pupils deepen their understanding, so that they are well equipped to play their part as positive citizens.
- Too many pupils do not attend school regularly. Where this happens, pupils develop gaps in their learning and do not benefit from all that the school has to offer. The school should continue its work to improve pupil attendance, so that more pupils benefit fully from the curriculum and wider opportunities the school offers.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146278
Local authority	Oxfordshire
Inspection number	10341867
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	285
Appropriate authority	Board of trustees
Chair of trust	Jeremy Long
CEO of the trust	Paul James
Headteacher	Rhiannon Wilkie
Website	www.rosehillprimary.org
Dates of previous inspection	11 and 12 October 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the River Learning Trust.
- The school runs its own breakfast club provision.
- The school does not currently use any alternative provision.
- The school has a resource provision for pupils with an education health care plan for social, emotional mental health (SEMH) or global delay.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, assistant headteachers and other senior staff including the school business manager and the special educational needs coordinator.
- The lead inspector met with members of the trust and local governing body. He also met with a representative for the CEO.
- Inspectors carried out deep dives in early reading, mathematics, science, computing and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also considered a range of evidence from writing and other books.
- Inspectors spoke with groups of pupils and observed behaviour at lunchtime.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took into account the views of leaders; staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of a range of other information, including the school's own self-evaluation, the school development plan, school policies and minutes from the trust and governing board.
- The inspectors took account of the views expressed through the online survey, Ofsted Parent View. They also took into account consideration of the online Ofsted pupil and staff surveys.

Simon Woodbridge, lead inspector

His Majesty's Inspector

Claire Britnell

Ofsted Inspector

Sahreen Siddiqui

Ofsted Inspector

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