



Rose Hill Primary School

Inspection Report

Unique Reference Number 123049
LEA Oxfordshire LEA
Inspection number 281391
Inspection dates 1 December 2005 to 2 December 2005
Reporting inspector Vanessa Ward AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	The Oval
School category	Community		Oxford
Age range of pupils	3 to 11		OX4 4SF
Gender of pupils	Mixed	Telephone number	01865 777937
Number on roll	330	Fax number	01865 774999
Appropriate authority	The governing body	Chair of governors	Mr Ed Turner
Date of previous inspection	5 June 2000	Headteacher	Ms Diana Pettifer (Acting Head)

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. Over half of the pupils are from white British backgrounds. The largest minority ethnic groups are of Pakistani, Bangladeshi and African descent. For many of these pupils English is not their first language and the percentage at the early stages of learning English as an additional language is above average. The school serves mainly an area of social deprivation. The percentage of pupils eligible for free school meals is well above average, as is the percentage with learning difficulties. The school has links with a Sure Start Family Centre which is situated on the school site, and the school is part of the Oxford Excellence Cluster. The school has achieved the Healthy Oxfordshire School Award and has Investors in People status. An acting headteacher and deputy have been leading and managing the school since January 2005. This situation is expected to continue until a new headteacher is appointed in September 2006. From September 2003, the school intake was extended to include Years 5 and 6. There have been many changes of staff in the past two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

The school has been through significant changes in staffing at all levels and this has reduced the consistency of learning for the pupils. Standards are too low and pupils are not yet achieving well enough. The effectiveness of the school is inadequate because the pupils do not make sufficient progress between Years 1 and 6. The school provides unsatisfactory value for money. The school has some strengths. Its Foundation Stage is well led and managed and gives the children a good start to their education. The care and support that the school provides for its pupils are good, and it is successful in helping pupils to understand how to stay safe. Teaching is satisfactory overall and beginning to help to raise pupils' achievement. However, the school is aware that it needs to increase the quantity and consistency of good teaching and to help pupils to develop skills which will help them to work more independently. Whilst governors are supportive of the school, they do not make sufficient contribution to its leadership and management nor hold it to account for the standards it achieves. Satisfactory progress has been made with the areas of concern raised at the previous inspection, although standards in science require further improvement. The school knows its strengths and weaknesses, though it is overgenerous in assessing its effectiveness. Even so, under the guidance of the acting headteacher and deputy and with the commitment shown by the staff, the school is beginning to move forward. However, in accordance with section 13 of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than, in all the circumstances, it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' achievement in Years 1 to 6 in reading, writing, mathematics and science.

What the school should do to improve further

* Raise achievement and standards in reading, writing, mathematics and science in Years 1 to 6. * Increase the quantity and consistency of good teaching. * Improve pupils' skills as independent learners. * Develop the roles of governors so that they hold the school to account for the standards it achieves, as well as making a greater contribution to the leadership and management of the school.

Achievement and standards

Grade: 4

The children enter the nursery with skills which are less well developed than those of most three-year-olds. They make good progress through the Foundation Stage. However, this progress is not built upon consistently through Years 1 and 2. Results in Year 2 tests in reading, writing and mathematics have been declining for three successive years. In Years 3 to 6, records show that the school adds too little value to the pupils' learning in English, mathematics and science. The children do not achieve as well as they should and standards are often very low, especially amongst boys of

white British ethnicity. Achievement and standards are therefore inadequate. The senior management team has identified the causes for this underachievement and has put in place strategies to improve reading and writing. These are beginning to have positive results and, in 2005, Year 6 national test results improved in English. The school is currently working on an initiative to raise achievement in mathematics and analysis of the children's work shows that this is beginning to have a positive impact. Pupils with learning difficulties and those learning English as an additional language are supported well and make satisfactory and occasionally good progress, especially when working one-to-one or in small groups with teaching assistants or a specialist teacher.

Personal development and well-being

Grade: 3

Children's personal development and well-being are satisfactory. Good behaviour was seen in most lessons. However, there are a few children, especially boys, whose behaviour can be disruptive. This is because a significant number of children face social and emotional challenges that sometimes get in the way of their learning. However, most teachers are skilled in managing behaviour and help pupils to get on well with each other. The children show respect and care well for those who are lonely in the playground. The children know how to keep themselves and others safe. The pupils state that they are happy and enjoy coming to school. They show positive attitudes and enthusiasm for learning; 'Learning about the ancient Egyptians is fun'. Attendance is below average but is improving because the school is encouraging pupils through class attendance awards. Pupils readily take on responsibilities and this contributes positively to their personal development. A high profile is given to promoting healthy eating, drinking water regularly and taking exercise. However, a significant number of children who know what is good for them still prefer to take less healthy options. The good opportunities for physical activity contribute significantly to team building skills. The school provides satisfactory opportunities for the pupils' spiritual and cultural development through the use of visitors and special celebrations in school. The school's cultural richness is reflected in activities such as visits from different faith leaders. The children's social skills and moral development is good and is evident through all aspects of the curriculum and school life.

Quality of provision

Teaching and learning

Grade: 3

Frequent staff changes have had a significant detrimental effect on the development of consistent approaches to good teaching and learning. The headteacher and her deputy provide good support for new staff and the entire staff team are working hard to improve the quality of teaching overall and the amount of good and better teaching in the school. Teaching is satisfactory overall and good in the Foundation Stage, where an established team is working effectively to provide children with a stimulating first

experience of school. Elsewhere, some good teaching was observed and teachers work hard, but progress is too slow overall because for many pupils their emotional and social difficulties form a barrier to learning. Teachers form good relationships with pupils so that they feel secure enough to begin to learn. Although teachers are experienced at dealing with such pupils, it takes up time and so slows the learning of others. Teaching assistants provide good support for pupils. However, once this support is withdrawn, pupils do not always have the skills to learn independently. In the more effective lessons, teachers have secure subject knowledge and make learning exciting and relevant. This motivates the pupils and they achieve better because they are interested. Pupils in Year 6 enjoyed creating a play script from an extract about Harry Potter. One girl said, 'It gives you a chance to remember what is in the book'. Records show that the effective use of 'code breakers' is helping improve individual pupils' knowledge of phonics and the quality of their writing. Pupils who are learning English as an additional language are supported well. Assessment procedures are being improved to provide greater rigour in the tracking of pupils' progress and subsequent intervention to provide support as needed. Marking does not consistently include specific guidance and targets to explain to pupils how they might improve their work.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory overall. In the Foundation Stage, it is good and provides effectively for the children's personal and academic development. Throughout the school the provision for personal, social and health education is good and has a beneficial impact on the pupils' self esteem. The school is effectively developing pupils' awareness of how to keep safe and is working hard to promote healthy living. The provision for pupils with learning difficulties, and for those learning English as an additional language, is satisfactory. Although measures such as those introduced to motivate boys' writing are successful, pupils do not readily transfer the learning to other situations once the support has been withdrawn. Financial constraints have restricted the number of educational visits and extra-curricular activities that are available to the pupils. Many families are unable or unwilling to find the voluntary contributions to support these types of valuable events.

Care, guidance and support

Grade: 2

This area of the school's work is good. There is a good commitment by all staff to meet the needs of the pupils. Relationships between staff and pupils are good. The well-being of pupils, including those for whom English is an additional language and those with learning difficulties, is monitored well. Parents of pupils with learning difficulties are very supportive and this is valued by all the staff. However, the school recognises that, although parental involvement in pupils' learning has improved, there is a need to strengthen this partnership to ensure greater improvements to pupils' basic skills in literacy and numeracy. Individual pupils' achievements are celebrated and this is beginning to raise self-esteem, pride and confidence as learners. Recent developments

in the school's assessment arrangements are also beginning to improve the quality of academic guidance available to the pupils. Good procedures are in place to ensure child protection and to eliminate any risks to the health and safety of both pupils and adults. The school is doing all it can to increase attendance and is working effectively to support pupils who return following exclusion. Links with outside agencies are used well to support pupils. The induction arrangements for new pupils are good. Transfer arrangements ensure that pupils are adequately prepared for the next stages in their education.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The school's leaders are going through a period of significant challenge. During the past two years there have been many changes of staff, including headteacher, deputy, teachers, administrative staff and governors. This turbulence has proved unsettling for the school community and especially the children, many of whom have had to get to know a number of different teachers in a short period of time. The current senior leaders in the school have worked hard and successfully to build team commitment and to analyse accurately the school's strengths and weaknesses. A manageable range of initiatives to raise standards is being implemented successfully and the school's capacity to improve is good. Staff professional development is well established and teachers speak positively about its impact on their teaching. The acting headteacher involves all staff effectively in school self-evaluation and this contributes significantly to the teamwork among the staff. Several subject leaders are either new to their responsibilities or are holding a post temporarily. Even so, the school is continuing to develop their role. Longer-serving subject leaders are contributing significantly to raising standards. For instance, in mathematics, the analysis of the pupils' test results revealed weaknesses in problem solving and recent action has begun to improve this aspect of their work. The governing body fulfils its statutory responsibilities and is supportive of the school, but is not as involved as it should be in understanding the school's strengths and weaknesses and in monitoring school development. A few governors give considerable time and commitment to the school, but overall the governing body neither holds the school to account for the standards it achieves, nor carries out its role as critical friend as effectively as it should.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently for two days. I am writing to you, on behalf of the inspectors, to tell you what we found out about your school. We talked to some of you, and we would like to thank you all for being so friendly and willing to talk to us. It was really useful to listen to what you had to say about what you enjoy doing. We found that your school does several things well, but needs to improve weak areas quickly to help you to learn better.

The things we think are good about your school are: * You learn well in the Foundation Stage. * All of the grown ups in school look after you well and this helps you to feel safe. They give you good support as you grow up. You told us that you trust the grown ups to look after you if you are upset or worried. * Your teachers know what your school does well and what needs to be done to make it better. * Your teachers help you to understand how to keep healthy. * You play sensibly at playtimes and look after children who are lonely.

The things your school needs to do to improve are: * Help you to learn better in reading, writing, mathematics and science in Years 1 to 6. * Make the teaching better, so that it is good in all classes. * Help you to work better on your own, so that you need less support from adults. * Ensure that the school's governors work more effectively with the headteacher to help your school improve. Your teachers know how to make these changes. We hope that you will attend all of the time and help your teachers as much as you can, so that together you can improve your school.