



Rose Hill Primary School

Inspection Report

Unique Reference Number 123049
Local Authority Oxfordshire
Inspection number 295305
Inspection dates 17–18 January 2007
Reporting inspector Christopher Parker

This inspection of the school 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	3–11		OX4 4SF
Gender of pupils	Mixed	Telephone number	01865 777937
Number on roll (school)	319	Fax number	01865 774999
Appropriate authority	The governing body	Chair	Ms Marya Griffith
		Headteacher	Ms Sue Mortimer
Date of previous school inspection	1 December 2005		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. Four out of ten pupils are eligible for free school meals. Almost half of the pupils are from minority ethnic groups, the largest being Pakistani, Black African and Bangladeshi. A third of the pupils speak a language other than English at home. More pupils have learning difficulties and disabilities than usual. The rate at which pupils join and leave the school is higher than in many schools. Attainment on entry is low. A new headteacher was appointed in September 2006.

The school was inspected in December 2005 when it was given a Notice to Improve.

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 not demonstrated that it has the capacity to improve or made enough progress since the last inspection. Consequently, it continues to be ineffective. Standards remain low and achievement is unsatisfactory because the teaching is not good enough to bring rapid improvement.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The recently appointed headteacher has high aspirations for the school. She has quickly grasped the key weaknesses and put in place a plan to bring improvements. However, extensive improvements are needed and she has not had sufficient time to change the attitudes and expectations of both adults and pupils. The immediate changes she has made have yet to have a marked impact on standards or the progress the pupils make.

Good teaching, an interesting curriculum and effective support helps the children in the Foundation Stage to make a good start to school life.

In too many lessons the work the pupils are set is not well matched to their needs. Expectations of what they can achieve are often too low. The headteacher has set about developing a 'can do' culture but in some lessons tasks are not challenging enough to excite pupils or make sure they make good progress. Recent changes to the curriculum are designed to create greater interest for the pupils but opportunities for enrichment and to be involved in after school activities are still relatively few.

The pupils' personal development and well being are satisfactory. Most, although not all, behave well. Relationships are satisfactory and pupils co-operate when working together in lessons. The school council represents their views but some pupils are sceptical about its influence. Attendance is below average.

The school takes appropriate steps to make sure the pupils are safe in school. The headteacher has introduced a tracking system which highlights the extent of underachievement, identifies those pupils who need extra help and sets them termly targets. It is now providing teachers with valuable information to help them plan lessons that will help pupils to make better progress.

Much improved governance, and the appointment of the new headteacher provide a solid foundation for recovery. The headteacher and governors have a very clear and accurate view of school's inadequacies.

What the school should do to improve further

- Raise standards and improve achievement in English, mathematics and science in Years 1 to 6.
- Improve the quality of teaching and ensure that tasks are well matched to pupils' needs and that they are stimulated and challenged in lessons.

- Enable pupils to play an extensive, active and positive role in school life.
- Take rigorous step to improve attendance.

Achievement and standards

Grade: 4

Standards remain too low and achievement is inadequate. The children make a good start in the Foundation Stage but standards remain low when they enter Year 1. In 2006 standards in reading and writing, at the end of Year 2 improved, but were very low when compared to the national average. Improvements in reading have resulted, in part, from the additional 'Read-away' support given to pupils.

At the end of Year 6, a few more pupils reached the higher level in 2006 than in 2005 but overall standards remained low. In mathematics, for example, four out of ten pupils did not reach the expected level. Data shows that the rate of pupils' progress is in the bottom 5% of schools and fell again in 2006. The pupils are not well enough prepared for the future.

The results of national tests and the school's tracking shows that White British pupils perform poorly when compared to all other groups. Boys do not do as well as girls but few lessons take account of this. Pupils with learning difficulties and those at an early stage of learning English are not making enough progress. Although they are now receiving more focussed additional support not enough consideration is given to their needs in all lessons.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Children in the Foundation Stage make good progress in their personal and social skills. Pupils know how to stay safe and healthy. One girl said that she will not start smoking, 'because it damages your health'. They feel safe because problems between pupils are dealt with promptly and effectively by adults.

Behaviour is satisfactory but a small minority of pupils find it difficult to maintain concentration and occasionally their actions adversely affect the learning of others. Pupils work well together and many have positive attitudes to their work. They voice their views and opinions through activities such as circle time but they have few opportunities to take responsibility. A school council member said, 'the point of the school council was to help change the school and make it a better place to learn'. Although involved in the appointment of the new headteacher they have yet to feel they are making a difference.

Spiritual, moral, social and cultural development is satisfactory. Pupils know the difference between right and wrong and most try to follow the school's code of behaviour. Links with schools in Uganda, South Africa, Germany, Italy and Spain gives pupils a wider perspective on the world and an understanding of diversity in society.

The school is working to improve attendance through closer contacts with parents, particularly through learning mentors, but it remains below average.

Quality of provision

Teaching and learning

Grade: 4

Teaching is inadequate because it does not ensure that the pupils make the progress they should. In most lessons the pupils are well managed and relationships are satisfactory. Lessons are planned and the purpose shared with the pupils. However, too many tasks are not pitched at the right level for the different groups in each class. In some lessons activities are not modified for higher or lower ability pupils. Sometimes too much is expected of some pupils but, more often, too little is expected of them and the work they are set does not motivate or challenge them. There is not enough good teaching to stimulate effective learning, generate rapid progress and raise standards quickly.

Most, but not all, of the pupils' work is conscientiously marked. Some of the comments added by the teachers help the pupils to do better in their next piece of work but this approach is not consistently adopted throughout the school.

The teaching assistants are playing an increasingly effective role in supporting groups and individuals in lessons. Their skills in managing pupils who lose concentration help to maintain a calm and orderly atmosphere and allow others to get on with their work.

The teaching of the youngest children is good. The teachers plan a good mixture of activities in all areas of learning. Children's progress is carefully assessed and recorded.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It provides the pupils with an appropriate range of opportunities. Personal, social and health education makes a satisfactory contribution to their personal development and well being.

The Foundation Stage curriculum is good. It is significantly enhanced by the school's good outdoor facilities and by visits to the Forest School where the children enjoy a wide range of activities.

The introduction of football and creative arts clubs is a recent extension to the curriculum that is much appreciated and enjoyed by the pupils. They also enjoy theatre and museum visits but as yet these are infrequent. The new headteacher is currently planning an expansion of activities and visits to enhance the curriculum and create exciting learning opportunities for pupils.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. There are robust procedures for child protection and for ensuring pupils' health and safety. Systems for assessing and minimising risks, especially on school trips and around the school are rigorous.

Appropriate systems are now in place to track individual pupils' progress. These are being used effectively to identify underachievement of groups and individuals and make interventions to more readily meet their needs. Target setting for individual pupils is at an early stage. Although targets are evident on classroom displays they are rarely a central feature of lessons. Some are not specific enough to help pupils know exactly what they need to do to improve.

Links with outside agencies are strong and benefit vulnerable pupils. Some parents feel their views are not taken account of but the headteacher is encouraging parents to play a more active role in the life of the school. The support given to those pupils with learning difficulties and those at the early stages of learning English varies because in some lessons tasks are not well matched to these pupils' needs.

Leadership and management

Grade: 4

Since the school was last inspected the leadership has been unable to secure sufficient improvement to make sure the pupils achieve as well as they should. The recently appointed headteacher has given the leadership rigour and energy to tackle the school's inadequacies. She has a clear vision for the school and high aspirations to bring about the improvements that are needed but has had too little time to make a significant difference to the progress the pupils make and the standards they attain.

Subject co-ordinators have only recently been given the responsibility to take an active lead in their subjects. In the core subjects they are now monitoring the quality of teaching. This, and other monitoring, repeatedly identifies the need for tasks to be modified to meet the different needs of pupils but this remains a key weakness.

The governing body has undergone a transformation and has been revitalised by the addition of experienced and knowledgeable governors. Training has given all governors an insight into their key roles. Governors now challenge the school on its performance and, as a result, know the extent of its weaknesses. They are closely monitoring the implementation of the school development plan.

The school has a significant budget deficit. Although, it has an agreed five year plan to return to a balanced position this limits opportunities to improve the accommodation and replenish and extend resources.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to inspectors about your school. We visited lessons, looked at some of your work and talked to some of the adults who work in your school. As a result, we have decided that your school needs to take special steps to help it get better quickly. This is so that you can make better progress and reach much higher standards than you do at the moment. Some of you told us that you enjoy lessons but others were not as sure and felt that some of the work they were asked to do was easy. We have asked the teachers to make sure the tasks they set are just right for you so that you have to think carefully and try hard in all lessons.

Most of you behave well but some of you disturb others when they are working. You know how important it is to stay fit and healthy. You are pleased to have the opportunity to go to football and creative arts clubs, and visit the theatre but you do not have many opportunities to do these kinds of activities. The school council represents your views but both members of the council and others think that it is not really helping the school to improve. We have asked the school to give you a more active and positive role in school life. A few pupils are not coming to school often enough. We have asked the school to do more to make sure every one attends every day.

The school has a new headteacher and good governors. They really want to make big improvements so that you receive a good education. I am sure you will do all you can to help them.

I hope that in the near future the school is successful in helping you to do as well as you possibly can.

Yours sincerely

Christopher Parker Lead inspector