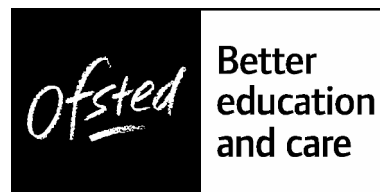


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Mrs Simm  
Rosehill Methodist Community Primary School  
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Dear Mrs Simm

### OFSTED MONITORING OF SCHOOLS WITH GRADE 3

Thank you for the help that you and your staff gave when I visited your school on 29 November 2006. The time you gave to our phone discussions and the information provided before and during my visit were most useful and I appreciated the speed and efficiency with which you provided these. Please pass on my thanks to the staff, children and chair of governors for their warm welcome and helpful discussions.

As a result of the section 5 inspection on 19 and 20 October 2005, the school was asked to address the following four areas for improvement: raise standards especially in English and writing; raise the proportion of good or better teaching; improve marking so that it helps children to identify next steps in learning; and improve the quality and accuracy of school self-evaluation.

Having considered all the evidence presented by the school and the local authority (LA) together with a range of inspection activities including visits to lessons, I am of the opinion that at this time the school is making satisfactory progress overall in addressing the issues for improvement. In some areas the school has made particularly good progress. This is the result of careful planning and rigorous monitoring by the senior leadership team, and the impressive commitment and hard work of a more secure staff team.

The school has worked closely with the LA to raise standards. The Early Reading Development pilot has been successful in improving language and literacy for the youngest children. The Intensifying Support Programme has also helped the school to focus on appropriate interventions, particularly in literacy. Year 6 test results this year showed a notable rise in the percentage of children reaching Level 5 in English and mathematics, although overall standards were still below the national average. Scrutiny of a sample of books showed that standards are rising in Key Stage 2. However, standards in Key Stage 1 have fallen again this year and the school is aware that this remains a priority area for improvement. Targets for the current Year 2 cohort lack sufficient challenge.

A comprehensive package of training, observations and monitoring has had a positive impact on teaching and learning. Short visits to lessons confirmed the headteacher's judgement that teaching has improved. Children were actively engaged and very focused on their learning as a result of good differentiated planning, interesting lessons and stimulating use of resources including interactive whiteboards. Teachers' questioning techniques were particularly effective. The headteacher has rightly recognised that she now needs to focus her monitoring on specific areas of identified weakness.

Scrutiny of a cross-section of books showed that marking is now more consistent and all teachers are identifying what each child needs to do next to further improve their writing. The school is currently planning the next phase of development in this area which is to involve the children more in assessment of their own work and recognising next steps.

Self-evaluation processes are thorough and involve a range of people. Planning is strategic and there is a good awareness of the strengths and weaknesses in the school. However, the self-evaluation cycle does not always take advantage of linking processes together to create a synergy (for example, subject leader reviews, performance management targets, timing of the analysis of results). The SEF is predominantly descriptive so does not focus sufficiently on evidence of impact and how this has been used to prioritise areas for improvement.

I hope that these points will help you in the next stage of your journey and that the visit was useful in promoting discussions about improvement in your school.

Yours sincerely

Suzi Clipson-Boyles  
Her Majesty's Inspector