

Rose Hill Primary School

Inspection report

Unique Reference Number	106076
Local Authority	Stockport
Inspection number	309020
Inspection dates	13–14 March 2008
Reporting inspector	Diane Auton

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	306
Appropriate authority	The governing body
Chair	Mr P Herlihy
Headteacher	Mrs L Bragg
Date of previous school inspection	28 February 2005
School address	Elmfield Drive Rose Hill Marple Stockport Cheshire SK6 6DW
Telephone number	0161 4271432
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school is situated in a residential area of mainly private housing. Almost all pupils are from White British backgrounds, with a very small proportion from other heritages. No pupils are at an early stage of learning English. The proportion of pupils entitled to free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is below average.

The school holds the Healthy Schools Award, the Inclusion Quality Mark and the Sports Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good standard of education and good value for money. Children enter the Nursery with skills that are broadly typical for their age and they achieve well in the Foundation Stage, as a result of good provision. Standards at the end of Key Stage 2 have been consistently above average over the past five years and, overall, pupils achieve well during their time in school. Pupils' personal development, including their spiritual, moral, social and cultural development is nurtured well. A positive, inclusive spirit prevails in the school and pupils with additional learning needs achieve well. The overall quality of provision is good and the school is well led and managed. Standards and achievement were inconsistent across the key stages in 2007, when outcomes for pupils in Key Stage 1 were broadly average, in contrast to those in the Foundation Stage and Key Stage 2, where they were above average.

A recent restructuring has reinforced leadership and management, with energetic and proactive senior teachers supporting the experienced headteacher in planning and delivering actions to take the school forward. A positive impact of some of these actions can already be seen in improved standards in writing across the school, evidenced in national tests in both key stages in 2007. In Key Stage 1, however, although attainment at the nationally expected level was above average, relatively few pupils attained the higher level in writing. This was also the case for reading and mathematics. The school's data for the current year shows that a greater proportion of Key Stage 1 pupils are now on track to achieve the higher level in all subjects in 2008, indicating an improving overall picture and providing further evidence of the continuing positive impact of the school's improvement strategies.

Parents typically describe the school as a, 'happy and caring learning environment for the children, where each child's abilities are catered for'. Pastoral care is good. The school's externally verified awards testify to its success in promoting the Every Child Matters agenda, especially with regard to healthy living and inclusion; this contributes strongly to pupils' personal development. Citizenship is developed particularly well, with older pupils readily taking responsibility to act as play leaders for younger ones. The curriculum is dynamic and matched well to pupils' interests; it is enriched by a good range of additional activities outside timetabled lessons and by plenty of visits to places of interest. The quality of teaching is good, overall, and pupils say they enjoy their lessons. Recent improvements in the curriculum and in teaching strategies have not yet had time to impact on higher level achievement in national tests at Key Stage 1.

Effective steps have been taken to promote improvement since the last inspection and the school's capacity to make further improvement is good. The governing body lends effective and often practical support to the school and is a good critical friend to the leadership team. School leaders are aware of the need to improve the Reception classes' access to outdoor learning opportunities and are currently reviewing how this might be achieved given some difficult challenges presented by the layout of the school's premises.

Effectiveness of the Foundation Stage

Grade: 2

Good provision in the Foundation Stage enables children to make a positive start to their education and to become happy and receptive learners. Structured and purposeful activities, good planning and the careful use of assessment underpin the children's successful learning.

The quality of teaching is consistently good. The well led staff team provides a good range of stimulating learning activities and adults use questioning and discussion well to promote the development of children's reasoning skills. Children's confidence and self-esteem are nurtured well and they are given good personal care. Adults have high expectations of the children, they provide them with clear routines and help them to build positive relationships. As a result, the children achieve well in both their academic and their personal development. The indoor learning environment is attractive and supports learning well. Opportunities for learning out of doors are very good in the Nursery class. The Reception class shares its outdoor area with the Key Stage 1 classes and this places some limitations on children's continuous access to independent, investigative activity out of doors.

What the school should do to improve further

- Increase opportunities for the children in the Reception class to access a wide range of learning activities out of doors.
- Ensure that all of the more able pupils in Key Stage 1 achieve as well as they possibly can.

Achievement and standards

Grade: 2

Pupils enter Key Stage 1 with skills that are better than those typical for their age. In 2007, standards at the end of Key Stage 1 were broadly average, showing a slight fall compared to previous years. The school's tracking evidence for the current year shows an improving picture, with an increased proportion of pupils working towards the higher level expected of them. Good progress in Key Stage 2 resulted in good overall achievement in 2007, with Year 6 pupils achieving high standards, above national averages, in all subjects. Improved standards in writing, in both Key Stages 1 and 2, reflect the success of new whole-school strategies to raise the quality of pupils' writing. The school's good provision for pupils with learning difficulties and/or disabilities is reflected in their good achievement, in relation to their abilities and starting points, in both Key Stages 1 and 2.

Personal development and well-being

Grade: 2

The school supports pupils well in developing a clear understanding of right and wrong and the principles and values of citizenship. Pupils' spiritual, moral, social and cultural development is good. They are polite and considerate and play together harmoniously. Older pupils enjoy acting as play leaders for younger children and this helps them develop caring attitudes and a sense of responsibility. Pupils adhere to the school's code of conduct and enjoy the weekly 'awards and celebrations' assembly. They represent the school at community events through the year and are often actively involved in fund-raising for charitable causes. Their good basic skills and confidence in using information and communication technology (ICT) stand them in good stead for their future economic well-being. There are plentiful opportunities for pupils to be active, both through the curriculum and through additional sports clubs. They have a good understanding of healthy eating because they are encouraged to drink water frequently, and to eat healthy snacks and meals. Pupils say they enjoy their lessons and they feel safe and secure in school; they know about common dangers and the need for good health and safety practice. They enjoy taking on responsibility, although the role of the school council is currently underdeveloped. Parents say they like the school and that staff are approachable and supportive. Attendance is in line with the national average.

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching is good. Teachers plan effectively and employ a good range of resources, including interactive whiteboards, to aid lesson delivery. Pupils' interest is engaged well by the content of learning activities. The level of challenge is usually appropriate for all of the pupils, and those with additional learning needs are supported well. The pace of learning is usually brisk. In some of the best lessons, pupils are encouraged to share ideas through paired and group work and this helps them to become confident learners and to develop their speaking and listening skills. Adults in the classroom have high expectations of pupils who respond by behaving and applying themselves well in lessons. Key Stage 2 pupils know their targets in literacy and numeracy and, while these are mostly precise and challenging, they are occasionally too broad and pupils are not clear about what the next steps should be. The process of setting individual targets is currently being developed in Key Stage 1. In Key Stage 2, most pupils are aware of how well they are doing in lessons and what they will need to do to move their learning forward. Regular assessment takes place in all classes and, in some, this also includes opportunities for pupils to assess their own and each other's work. The information gained from assessment is used by teachers to identify gaps in learning and to identify areas where additional support is required.

Curriculum and other activities

Grade: 2

The school provides a broad, well balanced curriculum which engages pupils' interests. Provision for literacy, numeracy and ICT is good and this is reflected in the high standards pupils achieve by the end of Key Stage 2. Recent improvements in the English curriculum have begun to impact positively on standards in writing across the school and there are encouraging early signs that an increased proportion of pupils are currently working towards the higher levels in reading and writing in Key Stage 1. Useful links are being made across subjects in order to add relevance and zest to the curriculum and also to give pupils opportunities to practise their basic skills in subjects other than English and mathematics. Good support for pupils with learning difficulties and/or disabilities enables them to have good access to the curriculum alongside their peers in this inclusive school, and this contributes to the good progress they make. A good range of extra-curricular activities, including sports and the performing arts, adds valuable enrichment. A programme of visitors and visits, including several residential opportunities for older pupils, adds further relevance and interest.

Care, guidance and support

Grade: 2

Parents appreciate the good pastoral care the school provides for their children and the regular communications between home and school through the weekly newsletter. All statutory safeguarding measures are in place and health and safety is managed carefully. Well designed individual plans and in-class support for pupils with additional learning needs help ensure their good progress. Good networking with a broad range of agencies and providers helps the school meet pupils' educational and welfare needs. For example, good links have been forged with the high school and this supports pupils at transition time and also helps enhance modern foreign language provision in school. Pupils in Key Stage 2 are encouraged to aim high. Their

progress is tracked and reviewed regularly. Most know their learning targets and marking often points to the next steps they need to take in their learning, giving advice and guidance on how to improve their work. The quality of marking is usually good, sometimes exemplary. The process of setting targets and marking is currently satisfactory overall in Key Stage 1.

Leadership and management

Grade: 2

Staff and governors share a commitment to the headteacher's vision for taking the school forward. Senior staff have begun to play a proactive role in assuring the quality of provision across the school through regular monitoring and evaluation. Data from assessment and the tracking of pupils' progress are used to pinpoint gaps in provision so that improvements can be made. The school's leaders, therefore, have an increasingly clear picture of its strengths and the areas for development. The school improvement plan includes challenging targets and sets out action plans for each area of the school's operations. Most of the action plans are sharply focused, although some are not sufficiently explicit about how success will be measured and, when this is the case, their effectiveness is reduced accordingly. Provision for pupils with learning difficulties and/or disabilities is managed well. Governors provide strong support and several of them are in school each day in their role as voluntary helpers. Resources and finance are managed efficiently. The governing body is able to hold the school to account and to act as its critical friend.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the lovely welcome you gave to the inspection team when we visited your school. As you know, we came to see how well the school is doing and how you are all getting on with your learning.

We found that the school is giving you a good standard of education and that some effective steps are being taken to make the school even better. Here are some of the good things we discovered:

- you are well taught and you work hard in your lessons
- your behaviour is good and you are friendly and polite
- the staff look after you well and you enjoy being in school
- we were very pleased to see that so many of you are achieving your targets in English and mathematics. Keep up the good work!
- new work on letters and sounds in the Foundation Stage and Key Stage 1 and on writing in all the year groups is helping to improve your literacy skills, and this is starting to have a particularly important impact on raising standards in Key Stage 1.

We have asked the headteacher and the staff to make some further improvements. These are:

- to increase opportunities for the children in the Reception class to take part in a wide range of learning activities out of doors
- to ensure that all of the more able children in Key Stage 1 achieve as well as they possibly can.

You can help the school to go from strength to strength by continuing to do your best and to be happy learners.

With very best wishes for the future.