

Rose Hill Primary School

Inspection report

Unique Reference Number	124655
Local Authority	Suffolk
Inspection number	315005
Inspection dates	10–11 September 2008
Reporting inspector	Gulshanbir Kayembe

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	273
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Linda Richings
Headteacher	Mr Simon Phillips
Date of previous school inspection	18 October 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Derby Road Ipswich Suffolk IP3 8DL
Telephone number	01473727552
Fax number	01473717702

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated close to the centre of Ipswich and pupils are drawn from the local area. The large majority are White British though, at about 10%, the proportion of pupils from minority ethnic backgrounds is higher than in most schools. About 5% of pupils speak English as an additional language. However, most are fluent in English. The proportion of pupils eligible for a free school meal is in line with the national average. It is slightly higher than at the time of the last inspection. New housing developments around the school have altered the characteristics of the school's intake since its last inspection. A significant number of pupils now leave and join the school mid way through their education. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, has also increased and is now well above national averages. This is particularly evident in Years 5 and 6.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Rose Hill Primary School provides a good quality education for its pupils. Consequently, they make good progress. The school has systematically focused on developing pupils' personal skills and this has resulted in self-assured and reflective youngsters who are thoughtful and considerate in their dealings with others. Through its excellent support and nurturing of pupils' personal skills and qualities, coupled with an interesting and exciting curriculum, the school instils in its pupils a strong desire to learn. They respond with enjoyment and enthusiasm for all the school has to offer, and this is reflected in their outstanding attendance. The strong sense of community and the positive and welcoming atmosphere ensure that new pupils joining the school settle in very quickly.

Pupils begin the Foundation Stage with standards that are lower than expected for their ages. By the end of the Foundation Stage standards are average, signalling good achievement for children in their first year at school. Standards are also broadly average by the end of Years 2 and 6. Pupils' progress is good despite the regular flow of new pupils into school with others leaving mid way through their education. The lack of stability in the pupil population means that the academic profile of pupils across each year group is subject to change. However, the school's rigorous systems for checking on progress ensure that new pupils are assessed carefully and accurately. The targets they are set are as challenging for them as the targets set for others. New pupils make as good progress as those who have been at the school since the start of the Foundation Stage. Indeed, some make remarkable progress in a short space of time making up for past gaps. Pupils' progress is strongest in English. This is due to the very effective cross-curricular topic-based approach to teaching other subjects. The use of reading and writing skills has been carefully integrated into this so that pupils write for real purposes and develop skills such as research in a meaningful way.

Whilst progress is generally good in mathematics and science, it is not quite as strong as in English. The school has worked hard to develop pupils' number and problem solving skills and the curriculum now includes regular investigative work. However, pupils' skills in applying mathematical knowledge in real situations and their skills in aspects of science, such as explaining their results and planning their own experiments are not as strong as other strands of mathematics and science. The school itself has recognised that it could do more to develop these areas especially through greater cross-curricular use of mathematics.

Good teaching contributes to the good achievement of pupils. Lessons are well managed and activities interesting so that they actively involve pupils. Sometimes, however, work is either too easy or too hard and pace of lessons is at times slow. Teachers assess pupils' work accurately and use this information well to help them understand what they need to do to improve their work. The curriculum provides excellent opportunities for pupils' outstanding personal development. Philosophy lessons enable pupils to grapple with profound ideas such as creation. Excellent care and support mean that not only do pupils feel safe but that the most vulnerable are exceptionally well supported. For example, the school has successfully integrated pupils excluded from other schools. Behaviour is excellent and is as much down to pupils' own ability to manage their behaviour as it is to high quality supervision.

The success of the school is down to good leadership and management. This owes much to the excellent leadership of the headteacher. He, in partnership with his deputy, sets a quiet and effective tone and a singularly clear direction for development. This, in turn, ensures that all

managers have a very clear sense of purpose and put emphasis on the right priorities when leading their areas. Accurate self-evaluation has underpinned successful school improvement and gives the school a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

A well-planned curriculum ensures that children have a balanced range of practical activities that meet their needs well. The outdoor area is well used to support progress across all areas of learning. By the end of Reception, the large majority of children meet age-related expectations. This signals good progress from low starting points especially given that the youngest children do not begin full-time until the start of the Summer Term. Teaching is good with detailed planning and good use of support staff. Occasionally, pace is slow. Teaching places strong emphasis on pupils' personal development. Consequently, children make particularly good progress in developing their personal and social skills and independence. High emphasis is placed on children's well-being and welfare. For example, they are settled in very well at the start of the year. Assessment is thorough and accurately assesses children's progress. The information is used effectively to support the individual development of each child. The area is well led and managed. The practical hands-on approach to learning is being further extended into Year 1 so that, as children move from the Foundation Stage into Key Stage 1, the transition is seamless benefitting particularly the youngest children who have less time in Reception.

What the school should do to improve further

- Develop further pupils' skills in applying their mathematical knowledge and explaining results and planning their own experiments in science.
- Ensure that all lessons provide suitable levels of challenge and pace.

Achievement and standards

Grade: 2

Standards by Year 6 are rising steadily, which is a good achievement against the backdrop of a changing intake. Results of national tests for Year 6 in 2008 were an improvement on those of the year before. In particular, there was an increase in the proportion of pupils reaching the higher levels, reflecting the improved provision for more able pupils since the last inspection. There is generally a better level of challenge for able pupils though not consistently so in all lessons. Good support to pupils who find learning difficult means they make good progress as they move through the school.

Standards particularly in writing, have improved well since the last inspection. Those in science and mathematics have also improved but not quite as fast as in English. The school is tackling this by picking up and addressing gaps in pupils' mathematical understanding and investigative skills much sooner, particularly when pupils join the school at a later stage. Greater emphasis on applying mathematical ideas and on investigative work has improved pupils' confidence but they are still developing skills such as explaining their thinking and findings and planning their own investigations.

Personal development and well-being

Grade: 1

Pupils' positive attitudes are a strength of the school. Pupils from a wide range of backgrounds work and play together in harmony, making newcomers welcome. Their extremely positive attitudes to learning, together with the good progress they make in the basic skills of literacy and numeracy, prepare pupils well for the next stage of their education. Pupils fully understand what is expected of them because they are regularly consulted and involved in the life of the school. Behaviour is excellent and fully supports learning. Pupils make an excellent contribution to the school and wider community. They willingly take on duties around the school and the school council acts as an effective voice for all pupils. They are involved in a wide and rich variety of worthwhile activities in the local and wider community, including recycling and energy saving projects as well as fund raising for worthy national and international causes. Excellent visits out of school and visitors to the school contribute to pupils' outstanding spiritual, moral, social and cultural development. Pupils make thoughtful contributions in lessons and show curiosity and interest in people who are different. Their interpersonal skills are exceptionally good. Pupils fully understand the importance of safe and healthy living.

Quality of provision

Teaching and learning

Grade: 2

The majority of teaching is good and some is outstanding. Teachers establish strong relationships with pupils which encourages good cooperation and behaviour. The work provided is interesting and well structured. Pupils are actively involved and are clear about what they are learning because in most lessons, teachers share the learning objectives and make clear to pupils what success looks like. Planning is generally detailed but sometimes the range of work planned does not meet the needs of all groups resulting in some pupils finding it easy and others hard. Occasionally, the pace of teaching is slow and lessons lack urgency. Support staff are well deployed and make a good contribution especially to the learning of those who find academic work more difficult. Good use is made of computers and lap-tops are readily available in lessons. Marking provides good feedback to pupils on how they are doing and what they need to do to improve their work.

Curriculum and other activities

Grade: 2

The topic-based curriculum successfully emphasises the importance of independent learning and meets pupils' individual learning needs well. The school aims to offer a curriculum that is personalised, practical, meaningful and fun. It is largely successful in this, although the school has yet to ensure that there are enough opportunities for using mathematics across the curriculum in order to help pupils fully master the application of such skills in real life situations. Curricular activities are exciting and motivate pupils. They also fully support pupils' personal development. One parent, reported, 'my children have thrived at the school and enjoy all activities'. The work in history, geography and religious education contributes well to pupils' appreciation of other cultures as well as fostering an understanding of the diversity of cultures within our society. Pupils benefit greatly from the wide range of clubs and after school activities.

Care, guidance and support

Grade: 1

High quality and consistently applied school procedures and practice ensure pupils' safety and security. Very effective planning and teamwork across the school ensure pupils' personal needs are met exceptionally well. Vulnerable pupils are quickly identified and closely monitored. For example, pupils who are new to the school and lack in confidence have peer buddies who help them to gain in assurance and self-esteem. The school's excellent relationships with external agencies, local schools, the community and parents ensure that pupils' well being is promoted successfully. Parents report that communication is good and they are confident their children are well cared for. A parent wrote, 'the school is friendly with approachable staff who give their all to help children settle in and feel well cared for'. Parents also appreciate the opportunities arranged by the school for their own learning and development. Pupils are given clear guidance on how to improve and work towards clearly identified individual academic and personal development targets.

Leadership and management

Grade: 2

Because of the clarity with which the headteacher has set the priorities for development, other leaders within the school have a very clear sense of direction. Consequently, all are working towards common aims with pupils' learning, welfare and personal growth at the heart of all developments. Robust systems for assessing and tracking pupils' progress provide useful information on how well pupils are doing. This information is used well, including by subject leaders, to drive improvement. Good systems for evaluating the school's work show clearly what works and where improvements are needed. Subject leaders are effectively involved in reviewing planning and talking to pupils to assess the quality of work in their areas. Senior managers play a key role in observing lessons to support continuous improvement. Middle managers are about to be more actively involved in this. Governors provide good oversight of the work of the school and work in effective partnership with the school. The school works in strong partnership with the local and wider community for the benefit of pupils. It is extremely successful in bringing different communities closer together.

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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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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 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?	1

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	1
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 eliminated	2
How well does the school contribute to community cohesion?	1
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**

12 September 2008

Dear Pupils

Inspection of Rose Hill Primary School, Ipswich, IP3 8DL

We enjoyed visiting your school and would like to thank you for making us feel welcome. It was very nice to meet you and watch your lessons. The school gives you a good education and ensures that you are ready for your next step in education.

These are some of the best things about your school:

- You develop into thoughtful, confident and self-assured youngsters who are polite and considerate and keen to do well.
- The school provides a positive and welcoming atmosphere. This creates a strong sense of community and makes pupils feel safe and happy at school.
- You are taught well and, as a result, make good progress in your learning.
- The topic-based approach to learning works very well and enables you to have an interesting and enjoyable curriculum.
- Your headteacher leads the school extremely well and makes sure that staff are working together to help you learn.
- The school promotes strong links with the local and wider community, enabling you to develop a better understanding of people from different walks of life.

I have asked your headteacher and your teachers to make a few improvements by:

- Developing your skills further in mathematics and science so that you make even better progress in these.
- Making sure that work in all lessons is set at the right level of difficulty and is neither too easy or too hard and that lessons are move at a faster pace.

You can contribute to improvements by asking staff about how you can make your work better.

I wish you well for the future.

Yours sincerely

Gulshan Kayembe

Lead inspector