

Rose Hill Primary School

Inspection report

Unique Reference Number	123049
Local Authority	Oxfordshire
Inspection number	340268
Inspection dates	12–13 July 2010
Reporting inspector	David Shepherd

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 of pupils on the school roll	318
Appropriate authority	The governing body
Chair	Ali Akkas
Headteacher	Sue Mortimer
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by three additional inspectors. Thirteen teachers were observed, either teaching whole classes or working with groups of pupils. The inspection team held meetings with staff, governors and two groups of pupils. They observed the school's work and looked at documents and policies, including those relating to the safeguarding of pupils. The responses to the 34 parental questionnaires were analysed as well as responses to staff and pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the improvement that occurred in 2009 in Year 6 in English, mathematics and science is being replicated or bettered in 2010
- whether improved progress in reading, writing and mathematics is being achieved in all year groups, especially in Key Stage 1
- the impact of assessment and marking on accelerating pupils' progress and raising attainment
- the impact of subject leaders and senior leaders on raising pupils' attainment and progress.

Information about the school

This larger-than-average primary school has a high proportion of pupils from minority ethnic backgrounds and for whom English is an additional language. The largest of these groups is of Pakistani heritage with smaller proportions of Bangladeshi and other Asian backgrounds. Nearly half the pupils are White British. The proportion known to be eligible for free school meals is just over twice the national average. There are more pupils with special educational needs and/or disabilities than in most schools. The headteacher is also the headteacher of the Rose Hill and Littlemore Children's Centre and governors are on its management committee.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school has made significant improvement since its previous inspection. It now provides a good quality of education. Pupils' achievement is good. A major factor in this improvement is the vision, determination and drive of the headteacher, ably supported by senior leaders and governors. This is recognised by most parents who responded to the questionnaire. As one parent wrote, 'The teachers and leaders are working together to improve the progress of the school. Rose Hill Primary School is the best.'

Children start school in the Nursery and Reception classes with skills that are well below those expected for their age. They make a good start in the Early Years Foundation Stage. Pupils' progress is satisfactory in Key Stages 1 and 2. Attainment in the end-of-year tests in Year 6 is broadly average, having risen rapidly in English and mathematics during the previous two years. From being significantly below average in 2008, attainment in English and mathematics in 2010 is broadly average. Attainment in mathematics is higher than that in English. The reason for this is that while progress in reading is outstanding, progress in writing, especially of boys, is only satisfactory.

A major reason for rapidly improving attainment is the good teaching that is evident in the Early Years Foundation Stage and Key Stage 2, especially in reading and mathematics. The quality of teaching and learning in Key Stage 1 is less consistent. Good teaching is promoted by the high quality of support and challenge for teachers provided by senior leaders. In addition, the intervention programmes provided throughout the school are matched closely to the needs of pupils who find learning difficult enabling them to make good progress.

The school provides a safe and vibrant learning environment for its pupils. Pupils enjoy their work and the wide variety of learning opportunities provided by the school. Links with parents are good. Effective partnerships with a range of agencies promote the well-being of pupils. Attendance is low but improving as a result of the vigorous efforts of the school. The school knows its strengths and weaknesses. Priorities for further improvement have been identified. The track record of improvement during the past two years, including rising attainment and the ambition and commitment of the senior staff indicates that the school has a good capacity to improve.

What does the school need to do to improve further?

- Improve attainment in writing, especially of boys, by the end of the autumn term 2010 by:
 - providing more opportunities for extended writing in literacy lessons

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- providing more opportunities to practise writing skills throughout the curriculum.
- Improve the consistency of teaching and learning, especially in Key Stage 1, so that 60% of lessons are good by the end of the autumn term 2010 and 80% by the end of the spring term 2011 by:
 - assessing and marking work consistently and informing pupils what is good about it and what they need to do next to improve
 - increasing the pace of learning especially at the beginning of lessons
 - raising expectations of what pupils, especially the more able, can achieve.
- Work with parents to improve attendance to the national average by summer 2012.

Outcomes for individuals and groups of pupils**2**

Observations in lessons, scrutiny of pupils' work and the analysis of the school's tracking data indicates improvements in reading and mathematics in all year groups. This is especially the case throughout Key Stage 2. Progress in writing is at least average in most classes and better than that in some classes. Pupils with special educational needs and/or disabilities receive well-targeted support for their needs and they make good progress. Pupils learning English as an additional language receive good support and also make good progress. There are no significant differences in the achievements of pupils from different minority ethnic groups.

Pupils enjoy school. As one pupil said, 'School is a happy place to be.' Pupils are polite and well mannered. They like their teachers. 'Teachers are fun', one pupil said in discussion. Behaviour is good in lessons, around school and at lunchtimes. Occasionally, bullying occurs but pupils feel it is dealt with effectively. As one pupil said in conversation, 'Teachers make the classroom and school a calm place to be.' Pupils feel well cared for by staff and this promotes their positive attitudes to school. They enjoy taking part in physical activities and understand the importance of exercise and diet for healthy living. They speak enthusiastically about the opportunities they have to learn out of doors. The school council helps pupils to make a good contribution to the smooth running of the school. Pupils acquire satisfactory numeracy, literacy and computer skills and good social skills. They are prepared satisfactorily for the next stage in their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching observed during the inspection was good. Teachers' subject knowledge is good and they know exactly what they expect pupils to learn. Their explanations are clear so that pupils are confident about tackling their work. In a Year 6 lesson, the teacher had prepared the pupils for their task by rehearsing the kind of words and phrases they might use when writing a formal report to parents about a pupil's progress. Phrases such as 'huge amount of progress' and 'proud of his progress' were discussed well before pupils started their task. In a Year 5 lesson, the teacher asked probing questions skilfully and allowed pupils time to work out problems to ensure they understood what was being taught. Teaching assistants provide good help to pupils in their work. They question pupils thoughtfully and promote their thinking well. Teaching styles engage pupils well, especially when lessons are practical and include discussion in pairs. Relationships are good and this promotes pupils' high levels of cooperation with adults. Sometimes lesson introductions are too long causing some pupils to become restless. Activities set for more able pupils do not always challenge them sufficiently. Teachers do not always expect sufficient amounts of recorded work including written work. Some work is not marked in enough detail to let pupils know what is good about it and what they need to do next to improve.

Teachers are skilled at adapting the curriculum to meet the needs of pupils, especially through the nurture class, art as therapy lessons and the outdoor learning provision. Provision for pupils with special educational needs is a strength of the school and staff have high levels of expertise to enable these pupils to make good progress. Linking subjects together through projects is now established practice and this is proving

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popular with pupils. However, work produced in project books indicates that not enough opportunities are taken to develop pupils' skills in writing in these lessons. In addition, pupils' literacy books indicate that pupils do not receive enough opportunities to write at length. The impact of these missed opportunities is that pupils' progress in writing is not as quick as it might be and much less rapid than it is in reading.

The school is effective in the care, guidance and support it provides for all pupils. This enables them to play a full part in school life. The needs of pupils with special educational needs and/or disabilities are met well. Transition arrangements for pupils from Reception into Year 1 and from Year 6 to secondary school are well planned so that pupils receive continuing support in their learning. The school has been successful in improving attendance but it still remains low. It does not receive the full cooperation of all parents and carers, especially in relation to taking holidays during term-time, in its drive to improve attendance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads a team of senior leaders who have been effective in driving up standards during the last two years. Staff share the headteacher's sense of purpose. Self-evaluation is accurate and subject leaders are clear about the strengths and areas for improvement in their subjects. The priorities in the school development plan are the right ones to bring about further improvements at the school. Teachers receive regular feedback about their work and this has led to school improvement and rising attainment. There has been a greater emphasis on observing lessons but less attention to monitoring pupils' work. The next step is to monitor teaching over time through a closer scrutiny of pupils' work to ensure pupils are being given enough guidance about how to improve their work. The governing body fulfils its role well. They have a secure understanding of the strengths and weaknesses of the school, visit regularly to see the school in operation and hold the school to account for the attainment and progress of pupils. Links with parents are good. The partnerships with other agencies are good and provide support and guidance for all pupils but particularly for those who are vulnerable. The school promotes equality of opportunity successfully and there is no discrimination in the school. Pupils from different backgrounds get on well with each other both in lessons and at playtimes. The school promotes community cohesion successfully and has links with Uganda and China. Mandarin has been introduced to pupils in Years 5 and

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6 and the school has two Mandarin teachers. The safeguarding of pupils is good. Arrangements for risk assessments are rigorous which contribute to pupils feeling safe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start in the Nursery or Reception classes with skills that are well below the levels expected for their ages across all six areas of learning. Their skills in communication, language and literacy are particularly low, especially in writing where boys are particularly weak. There is appropriate emphasis on developing children's literacy and numeracy skills in the Early Years Foundation Stage. Although they make good progress in their learning, by the time they start Year 1, their skills are still below expected levels in most areas, except in physical development. Children enjoy the many activities that are prepared for them indoors and outside. They are happy, feel secure and well looked after and are beginning to understand key aspects of healthy living through washing hands, eating fruit, drinking water and milk and physical exercise both inside and outside in the fresh air. As in the main school there have been considerable improvements in the last two years. This has been because of the good leader who moved into this area two years ago and has galvanised the staff together into working as a cohesive team. Provision is extremely varied and imaginative. It is very well organised and includes visits to a nearby Forest School. The balance between child-initiated and teacher-initiated activities is well planned. Assessments are used well to provide challenging activities and are included in children's individual learning journals, 'My Learning Diary'. However, these diaries do not consistently record the

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levels at which assessments have been made and their organisation makes it difficult to track children's progress in each of the six areas of learning. Not all key workers compile these diaries. Links with parents and carers are good. Parents bring their children into the Nursery before they start in the Nursery class and they are kept well informed about their children's progress each term through reports from the staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are supportive of the school. A few parents and carers feel that the school does not deal with unacceptable behaviour well and that parents and carers are not given enough guidance to support their children's learning. These issues were discussed by inspectors with the school. The school accepts that occasionally the behaviour of a few pupils is very challenging. Inspectors found no evidence of misbehaviour in school or in the playground. Pupils were polite and well mannered at all times. Inspectors feel that parents and carers are given enough guidance to support their children at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rose Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 324 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	44	19	56	0	0	0	0
The school keeps my child safe	10	29	23	68	0	0	0	0
The school informs me about my child's progress	6	18	26	76	1	3	0	0
My child is making enough progress at this school	9	26	24	71	1	3	0	0
The teaching is good at this school	8	24	23	68	3	9	0	0
The school helps me to support my child's learning	4	12	26	76	4	12	0	0
The school helps my child to have a healthy lifestyle	7	21	24	71	3	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	21	24	71	3	9	0	0
The school meets my child's particular needs	4	12	25	74	3	9	0	0
The school deals effectively with unacceptable behaviour	4	12	24	71	3	9	2	6
The school takes account of my suggestions and concerns	1	3	29	85	2	6	1	3
The school is led and managed effectively	3	9	28	82	3	9	0	0
Overall, I am happy with my child's experience at this school	6	18	27	79	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 July 2010

Dear Pupils

Inspection of Rose Hill Primary School, Oxford OX4 4SF

Thank you for making inspectors so welcome when we visited your school recently. We enjoyed meeting you and looking through your work. We enjoyed talking to you about how you feel the school is preparing you for the future. We think that you go to a good school. It is improving and there are a number of good things about the school that we liked:

- you enjoy school and work hard
- your behaviour is good and you get on well with each other and your teachers and teaching assistants
- your behaviour is good and you get on well with each other and your teachers and teaching assistants
- you make good progress in your work
- the headteacher and senior teachers work very hard to help you learn
- you like your teachers and we think they are doing a good job.

We have asked your headteacher, teachers and the governing body to do a number of things to make your school even better. These are to:

- help you to improve your writing, especially the boys, by providing more opportunities for extended writing in literacy lessons and more opportunities to practise writing skills in other lessons
- help you, but especially those of you in Key Stage 1, to learn better by assessing and marking your work so that you know what is good about it and what you need to do next to improve; we would like you to learn quicker in lessons and for the top groups to have harder work
- work with you and your parents to improve attendance because too many of you are absent and some of you go on holiday during term-time.

I know you will continue to enjoy school and work hard.

Yours sincerely

David Shepherd

Lead inspector

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