

# Rose Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	106076
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	355882
<b>Inspection dates</b>	4–5 October 2010
<b>Reporting inspector</b>	Shirley Herring

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	475
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carol Candler
<b>Headteacher</b>	Mrs Lynn Bragg
<b>Date of previous school inspection</b>	13 March 2008
<b>School address</b>	Elmfield Drive Rose Hill, Marple Stockport, Cheshire SK6 6DW
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## Introduction

This inspection was carried out by four additional inspectors. They observed 19 teachers in 22 lessons. Meetings were held with governors, staff, pupils and with the School Improvement Partner. The inspectors observed the school's work, and looked at school policies, risk assessments, reports from the School's Improvement Partner, assessments and tracking of pupils' progress and pupils' books. They examined 97 questionnaires completed by parents and carers and also talked informally to parents and carers in the playgrounds and when walking between the two sites.

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

- The learning and progress of pupils through the school to judge the effectiveness of teaching.
- Whether managers' actions are effective in bringing about improvements.
- Whether the quality of provision in the Resource Unit is helping the pupils to make sufficient progress.
- Whether pupils are sufficiently prepared for life in a culturally diverse society.

## Information about the school

This larger than average sized primary school has seen a substantial increase in the number of pupils on roll since September 2009, following the closure of two smaller local primary schools. The school is currently operating on two sites, with one site occupied by the Early Years Foundation Stage and Key Stage 1 pupils and the other site occupied by Key Stage 2 and the Resource Unit for pupils with moderate learning difficulties. The school is to move into a proposed new building, scheduled for opening in 2012. The vast majority of pupils are from a White British background and the proportion of pupils at an early stage of learning English is well below average. The proportion of pupils with special educational needs and/or disabilities is broadly average, but increasing. The number of pupils known to be eligible for free school meals is below average. The independently managed pre-school provision and before- and after-school clubs on site are inspected separately.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has strengths in the way it has successfully integrated pupils from three different schools into one harmonious community; in pupils' good behaviour and aspects of their personal development; and in the good care, guidance and support it provides for its pupils.

Pupils enter the Nursery Year with a range of skills that overall are typical for their age. They make satisfactory progress throughout the school and attainment is broadly average when pupils leave Year 6. The school's assessments in 2010 showed an improvement in the proportion of pupils attaining the appropriate level for their age, reflecting the school's recent focus.

Teaching is satisfactory overall but is inconsistent between classes, as is the quality of marking. Many examples of good practice were observed, with some lessons moving at a fast pace to keep pupils involved. In some lessons, however, the pace is slow and information about pupils' previous learning is not used effectively to challenge the more able. There is good provision for pupils in the Resource Unit and so they make good progress.

The leadership team has been expanded in line with the increase in pupil numbers. New systems for assessing and tracking pupils' progress have been introduced and these have been used effectively to plan specific support to enable more pupils to attain the expected level for their age. The school is now looking to use the information on pupils' progress to address the needs of more-able pupils. The school has monitored teaching and learning, but is not yet including fully the expanded leadership team in this process to gain an overview of progress in this large school.

Following a significant increase in pupil numbers, in staffing and in the leadership team, the school is developing the necessary systems to enable it to move forward. There are some promising signs of improvement in reading and in boys' writing, but the school is aware of the need to accelerate progress further. The school's evaluations of its work have been a little generous in the past, but discussions with the senior managers show they now have a clearer understanding of what the school needs to do to improve. Consequently, the school has a satisfactory capacity to improve.

## What does the school need to do to improve further?

- Raise pupils' attainment by July 2011, by:
  - improving the consistency of the quality of teaching, including marking, across the school, using the examples of good practice within the school

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- making better use of information from assessments to match work more closely to pupils' needs, particularly those of more-able pupils
- involving middle managers in monitoring teaching and learning in their areas of responsibility to provide an overview across the school and identify any lack of progress.
- Approximately 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next Section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils say they enjoy coming to school and they cooperate well with each other in class, for example, when discussing their ingredients for 'Monster Stew'. When lessons are suitably challenging pupils are keen to join in and they learn well. Learning is less effective in those lessons where pupils spend too long listening to the teacher and are not fully engaged. Pupils' good behaviour contributes well to their learning in lessons.

Attainment at the end of Year 6 was broadly average overall in 2008 and 2009. The school's assessments for 2010 present a largely similar picture of attainment in the enlarged school, although the number attaining the higher Level 5 in English fell slightly. The learning and progress of pupils with special educational needs and/or disabilities is satisfactory overall. Their achievement in reading is good as a result of the good strategies employed across the school; improving pupils' writing has been identified as the next focus for development. Pupils in the Resource Unit achieve well because of the good level of individual support they receive.

Pupils understand how to keep themselves safe and say that school is a safe and happy place to be. They are gaining a good understanding of how a balanced diet and regular exercise promote a healthy lifestyle. Pupils have contributed well to creating a new school community and a greater number of pupils are beginning to take on responsibilities in school. Above average attendance and sound application of basic skills provide a satisfactory preparation for the future. Spiritual, moral, social and cultural development is good. Pupils' strong moral and social awareness contribute well to their good behaviour and their cultural awareness is developing well.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is satisfactory overall, although examples of good practice were seen during the inspection. The better lessons move at a fast pace and teachers make good use of probing questions to encourage pupils to think and to express their ideas. In some lessons, pupils are required to spend too long listening to the teacher before getting on with their independent tasks. Pupils' work is marked carefully and some teachers give pupils good guidance on how they can improve their work, particularly in writing. However, this is not yet consistent across the school and is less well developed in mathematics. Teaching assistants make a good contribution to learning, particularly for those pupils who need extra help. However, in some lessons, work is not always well matched to the needs of the more able.

The school has made good efforts to adapt the curriculum to reflect the prior learning of pupils from the three different schools. The needs of the most vulnerable pupils are catered for well through initiatives such as one-to-one tuition. School assessments show that this has resulted in an increase in the number of pupils attaining the level expected for their age by the time they leave school, which was a school focus for the last year. The school is now looking to improve the provision for more-able pupils. Information and communication technology skills are taught systematically but there are limited opportunities for pupils to use these skills in other lessons. There is a good range of additional activities to enhance the curriculum.

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The high priority that the school placed on supporting pupils through the transition from three schools to one, has helped all pupils to settle quickly. One older pupil remarked that he could not remember ever being anywhere else. There is good support for pupils with special educational needs and/or disabilities and so they are progressing at a similar rate to their peers. There are clear systems of sanctions and rewards which guide pupils' good behaviour. Good links with the high school prepare pupils well for changing schools. The level of care, guidance and support for pupils in the Resource Unit is good and there are good arrangements for these pupils to join lessons with their peers in other classes.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has led the successful efforts to integrate the large number of additional pupils following the closure of two local schools. New systems for assessing and tracking pupils' progress are in place. These were used to focus additional help where needed, increasing the proportion of pupils attaining the expected level. The school is now looking to address the needs of the more able and to increase the proportion of pupils attaining the higher Level 5. Senior managers monitor teaching and learning to identify and address areas for development. The leadership has recently been expanded as the number of pupils has increased and it is envisaged that these middle managers will also become involved in monitoring the work of the school.

The governing body is a regular presence in school and has provided sound support during the changes. Governors are aware of their responsibility for safeguarding pupils in school and the required policies and procedures are in place. The school is committed to providing equal opportunities for all. Well-focused support has helped to improve the standards of boys' writing, but the school is aware of the need to provide more challenge for the more able pupils.

The school has good links with various partners to support pupils' learning and well-being. The school has access to a wide variety of other professionals through its links with the local authority and this provides valuable specialist support for the most vulnerable. Good links with the high school enhance the curriculum in science, music and sport. The school works with the local cluster of schools to share training and expertise.

Community cohesion is promoted well because leaders have been very successful in addressing the need to focus on creating a harmonious community within the school as pupils and staff from three schools came together. The school is increasing its links with communities in its vicinity and with the global community.

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

The school is aware of the need to further develop its partnership with parents and carers, which is currently satisfactory. Regular newsletters are sent home and information is on the school website. The school is reviewing the ways in which parents and carers are informed about their children's progress.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage has been on the current site for just over a year. The nursery is bright and welcoming and there is direct access to a secure outdoor area. Resources are of good quality and there is a good range of purposeful, practical activities, indoors and outside, that show a good understanding of how young children learn. The three Reception classes provide a bright learning environment inside, though it is not possible to replicate this outdoors as there is no dedicated outdoor area for these classes. Nevertheless, teachers do their best to organise interesting activities to provide some opportunities for outdoor learning. There are satisfactory systems for assessing children's progress. Teaching assistants support learning well. Children in the Reception Year generally concentrate well in whole-class activities, but they can become restless if they are sitting together and listening to adults for too long.

Most children enter the Nursery Year with a range of skills that overall are broadly typical for their age. They make satisfactory progress and most are working within the expectations for their age by the time they enter Year 1. The school rightly places a high priority on children's personal, social and emotional development and children make good progress in this area. Snack time is a pleasant social occasion when children are encouraged to try different, healthy foods and respond well to expectations to say 'please' and 'thank you'. Independence is encouraged and children in the Reception class are well aware of class rules and routines.

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Leadership and management is satisfactory overall and suitable systems for safeguarding children are in place. The manager provides good support and advice for staff that are new to their role. Children in the Nursery and in the Reception classes regularly take home books to share with their parents and carers.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The proportion of parents and carers responding to the questionnaire was below average. Inspectors agree with parents and carers that their children enjoy school and are kept safe. As well as expressing this view in questionnaires, some parents and carers approached the inspectors to let them know their views in person. Several parents and carers took the trouble to write extended letters to the inspectors, expressing some disquiet about communication and the level of information received from school. The inspectors recognise these concerns; although they consider that the level of information is satisfactory. In order to address these matters the school has already produced a yearly diary for parents and carers, which details school events so that they can make suitable arrangements to attend. A very small minority of parents and carers are unhappy with other aspects of the school, including the way they are helped to support their children's learning, the account taken of their concerns, the progress their children make, and the school's leadership and management. The inspection revealed that these aspects are currently satisfactory but the school is working hard to improve each of these aspects. Inspectors found that overall, pupils are helped to develop a good awareness of healthy lifestyles.

## 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 475 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	49	45	46	3	3	0	0
The school keeps my child safe	49	51	47	48	1	1	0	0
My school informs me about my child's progress	21	22	56	58	17	18	0	0
My child is making enough progress at this school	29	30	53	55	11	11	1	1
The teaching is good at this school	32	33	55	57	4	4	1	1
The school helps me to support my child's learning	30	31	51	53	11	11	1	1
The school helps my child to have a healthy lifestyle	36	37	51	53	7	7	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)	39	40	42	43	5	5	1	1
The school meets my child's particular needs	29	30	54	56	7	7	0	0
The school deals effectively with unacceptable behaviour	23	24	55	57	6	6	0	0
The school takes account of my suggestions and concerns	27	28	44	45	11	11	4	4
The school is led and managed effectively	31	32	46	47	6	6	0	0
Overall, I am happy with my child's experience at this school	43	44	46	47	6	6	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



6 October, 2010

Dear Pupils

**Inspection of Rose Hill Primary School, Stockport, SK6 6DW**

Thank you for making the inspectors so welcome when we visited your school. We enjoyed talking to you in lessons and in groups. You told us how much you enjoy school and we were impressed by your good attendance and behaviour. We know there have been many changes in school over the past year but we think that the teachers and the pupils have worked very well to help you to get to know one another. We were pleased to see you cooperating with each other in lessons and getting along so well. Well done!

We think that Rose Hill is a satisfactory school, which means that there are many good things about it and other things that could be better. We think the school takes good care of you all. You make satisfactory progress in school and you are working at the level that can be expected for your age.

It is part of our job to suggest ways to help the school to improve. The adults are going to help you to achieve even higher attainment by:

- trying to make sure that all lessons are good (we know many already are)
- planning work that challenges all pupils, especially those of you who can find some things easy
- marking your work in such a way that you know how you can improve next time.

Best wishes to you all and we hope you continue to enjoy school.

Yours sincerely

Mrs Shirley Herring

Lead inspector

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