

Rose Hill Primary School

Inspection report

Unique Reference Number	124655
Local Authority	Suffolk
Inspection number	380949
Inspection dates	1–2 December 2011
Reporting inspector	Ronald Hall

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Linda Richings
Headteacher	Simon Phillips
Date of previous school inspection	10 September 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 20 lessons taught by 13 teachers and held meetings with pupils, staff, members of the governing body, and parents and carers. They observed the school's work, and looked at its assessments, monitoring records, policies and questionnaires from 25 staff, 160 pupils and 85 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Does the school have suitable initiatives in place to raise attainment in both key stages?
- How effective are data systems in providing accurate information on which both leaders and teachers can base future learning and accurate target setting?
- How effective is the school in closing the gaps in attainment between boys and girls at both key stages?

Information about the school

The school is a larger-than-average primary school, situated close to the centre of Ipswich. Pupils are drawn from the local area. Although the large majority of pupils are White British, the proportion of pupils from minority ethnic backgrounds is higher than in most schools. The number of pupils who speak English as an additional language is also above average, but most are fluent in English. The proportion of pupils known to be eligible for free school meals is above the national average. New housing developments around the school have altered the characteristics of the school's intake since its last inspection. A significant number of pupils leave and join the school mid-way through their education. The proportion of pupils with special educational needs and/or disabilities is well above the national average. Pupils' needs are varied but are predominantly related to social issues and emotional and behavioural disorders. The school has Healthy School Status.

There are pre-school and breakfast clubs on the same site of the school, neither of which are managed by the governing body, which 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

Rose Hill Primary School is a satisfactory school and provides satisfactory value for money. It has some good features and leaders and managers are poised to move the school forwards. Governors are robust in challenging the school and have an accurate view of self-evaluation. This enables them to initiate changes effectively, such as improved communication with parents and driving changes in the curriculum. Children make a good start to their education in the Early Years Foundation Stage and their personal qualities, such as independence and cooperation, develop well. Their language and communication skills rapidly improve throughout the provision. Greater rigour in methods of assessment has identified areas of weakness but data analysis is not always accurate due to flawed systems. The school's provision is significantly affected by pupils entering and leaving at times other than the beginning and end of the school year. Pupils often enter the school with skills much lower than those expected for their ages and those leaving tend to be the most-able pupils. To counter this change in the school and to improve pupil retention, leaders and managers are making changes in teaching and to the curriculum.

Attainment is average and the achievement of all groups is satisfactory. Progress is satisfactory and is not yet good because learning is inconsistent across the school. In lessons, while objectives and activities are largely appropriate, work is not always of sufficient challenge for higher attaining pupils. However, some teaching is good and is strongly focused on promoting good learning. Teachers' marking does not consistently provide pupils with the knowledge of how they can improve. The school acknowledges that more remains to be done to promote writing skills and is developing its curriculum to offer more writing opportunities and to make it more stimulating, especially for boys. Numerous well planned links with schools across the United Kingdom and the world ensure pupils develop a good understanding of other cultures.

Staff provide good care, guidance and support. The school targets support accurately to where it is most needed, and can indicate examples where it has helped individuals to overcome barriers to progress. Pupils clearly understand the factors that promote health, as shown by the Healthy School Status. They appreciate nutritious food and know they should limit their intake of sugary and other unhealthy foods. They enjoy sport and exercise, taking full advantage of what the school offers during the school day and during out of school hours.

Leadership and management arrangements have improved the school's self-

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evaluation and its use of assessment. These provide an accurate picture of areas for development; the school uses this information to develop relevant plans for the future. There is a trend of improvement in some areas such as assessment, but this is negated by some inaccuracies in the data analysis systems. Leaders are ambitious for the school, sharing this with staff and driving developments forward; systems are in place to enable continuing improvement. The school's capacity for sustained improvement is satisfactory.

About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of learning by:
 - ensuring that work is always well matched to the needs and abilities of all pupils
 - increase the number of opportunities for pupils to practise their skills across the curriculum and especially their writing skills
 - ensure consistency in the planning of lessons and marking of pupils' work to enable pupils to know how to improve their work.

- Ensure that all leaders, managers and staff have accurate data on which to build future learning by ensuring robust data collection and interrogation systems are in place.

Outcomes for individuals and groups of pupils

3

Pupils' attainment is average and is rising as provision improves. However, there are some variations. Attainment in English, particularly in writing, is a little lower as pupils are not given sufficient opportunities to practise and consolidate their skills. The school's improved assessment systems mean it is now fully aware of learning patterns across the school. In response to this it is making changes to teaching and the curriculum to help close the gaps between different groups and subjects and to ensure a closer match of work to pupils' needs. Pupils are very keen to learn but depend on teachers to challenge them and drive learning forwards. Sometimes, good quality planning is not actually carried out in lessons and so opportunities are missed to stretch the most-able pupils.

An excellent physical education lesson challenged and stimulated pupils well. Pupils approached their tasks with gusto, encouraged by the challenge of having their sequence videoed. Many quickly grasped the significance of accurate subject knowledge, quality of technique and excellent peer evaluation of their work.

In a good mathematics lesson pupils were resolving a range of real life mathematical problems. Pupils worked both individually and in pairs to find a range of methods to

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resolve the problem and then ascertain which method would be the most appropriate. They clearly enjoyed the challenge and work in this session.

Appropriate support for pupils with special educational needs and/or disabilities ensures that this group makes similar progress to their peers. Given their starting points, the achievement of all groups of pupils, including those with moderate learning difficulties, is satisfactory. In classes these groups are supported well by teaching assistants, this stimulates their enthusiasm and encourages them to persist in their work. Pupils ask appropriate questions and are not afraid to give their ideas and views when asked.

Pupils behave well and are keen to get on; they are not always stretched sufficiently in their learning, but are very responsive to teachers and other adults and get along very well with one another. Their attendance is above average. Pupils’ ability to apply the basic skills means that they are prepared satisfactorily for their future lives and the next steps in their education. They get along very well with one another and have great confidence in their teachers. They report that they feel safe at school, supported on the playground and around school by older pupils. They understand the wider implications of how to be safe, whether it is on the internet or the busy local roads. The school council provides a good forum to represent pupils’ views and pupils feel empowered by the work they undertake. The school council promotes playground improvements. They encourage pupils to select a charity to support through which pupils learn to reflect on the plight of others and show compassion for those who are less fortunate. This work is effectively supported by school assembly themes. Pupils have firm views on what is right and wrong and their excellent relationships are a good testimony to their good social development. Numerous links with other schools, both in the United Kingdom and abroad, promote their growing cultural understanding.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	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
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	3

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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contribute to their future economic well-being	
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum is undergoing changes to make it more responsive to pupils' needs. There are now increased opportunities for reading across all subjects, but the promotion of writing is less well developed. The school is slowly introducing topics such as the Second World War to stimulate boys' writing more effectively. The curriculum is enriched by plentiful outside links, many associated with the environment.

Teaching has a number of strengths but is inconsistent. Classrooms are stimulating places with good resources. Information and communication technology is used well to promote learning. A good mathematics lesson was typical of the best learning, in that it was well planned and started effectively with the teacher leading the introduction briskly. There were high expectations and good independent activities. However, in an English lesson, although planning was robust with work set for the various groups in the class, this was not appropriately delivered to match the needs of the pupils. Teachers show good subject knowledge and question pupils well. Marking, however, is not consistent and so pupils do not always know how to improve their work. In some lessons, while satisfactory, teachers have lower expectations. Introductions can be brisk, but teachers are inconsistent in their delivery of the lesson planning. Therefore, pupils are not always challenged effectively.

Pupils, parents and carers agree the school provides a caring environment. Pupils report that there are many sympathetic adults to turn to. Improved assessment has meant accurately targeted support promotes the progress of pupils in danger of underachieving. Assistance for the most vulnerable is well organised and the school uses outside agencies thoughtfully to foster learning and development. Good arrangements ensure pupils' transfer into and out of school is well organised. A good balance of outdoor and indoor activities and a mixture of healthy snacks and meals ensure these pupils' happiness and well-being. Transition arrangements are good as teachers make time to talk to the pupils and their parents and carers, to prepare them for their next classes. Teachers demonstrate compassion and empathy when pupils are upset, as was demonstrated when a young pupil became upset during a lesson and the teacher resolved the issue very effectively.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides calm, thoughtful leadership and ensures the school runs smoothly. Staff generally share leaders' and managers' ambitions for the school and adults work closely together to ensure a secure, caring environment that is just starting to raise attainment. Teaching is thoroughly monitored and areas for improvement have been identified, but this process is at a relatively early stage and has not yet had a significant impact on classroom performance. The school's actions to close gaps between groups of pupils, for example between girls and boys, are starting to work. Its promotion of equality of opportunity is satisfactory.

Leaders and managers have made many changes to meet the needs of a changing population in the school. They have developed an accurate view of the school and have prioritised effectively what needs to be done to seek improvement, especially to raise attainment. Assessment information is now collected effectively to set targets for pupils' achievement and to hold teachers to account for the progress of their classes. However, the analysis of data is not always accurate due to faulty systems and this has slowed improvements in the school. The school is aware of this issue and is in the process of sourcing a more accurate system.

The governing body has good methods to evaluate the school's work and keep its policies and procedures under review. Governors and school leaders regularly seek out and act on the views of pupils, parents and carers. They use their knowledge to establish the strategic direction of the school and to challenge leaders and managers. Governors also keep a close check on safeguarding procedures. The school adopts recommended good safeguarding practice. Risk assessments and quality assurance are well established and staff receive regular, relevant training. These practices have a positive impact on the sense of security experienced by pupils.

The school keeps parents and carers fully informed of their children's progress through reports, open evenings, year group meetings, newsletters and the school's website. Local partner schools enhance what the school is able to offer. The school has clearly analysed its local context and the way it promotes community cohesion. A convincing action plan to promote engagement with groups beyond the immediate vicinity has improved provision considerably. All pupils benefit from links with numerous schools in different parts of the world because they provide stimulating learning opportunities.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

From very low starting points, children flourish in the Early Years Foundation Stage. Warm relationships are established with children when they arrive and there are positive partnerships with parents. Children are given a good level of care and all welfare arrangements are established and working effectively. Workshops for parents and carers are provided so that they can help their children outside of school, such as in reading. Parents and carers have the opportunity to write comments in a home/school book, giving useful feedback to staff. The curriculum is planned effectively around the interests of the children. Children are rigorously assessed, and this information is used well to plan future learning. The indoor environment is stimulating and engaging. The outdoor space has good resources and provides an equally high quality environment for learning. There is a good balance of adult-led and child-initiated activities. Children with special educational needs and/or disabilities are identified early and supported well. However, there are not always enough opportunities for children to write. The Early Years Foundation Stage is managed well by the deputy headteacher who works closely with the teacher and teaching assistant in providing good and at times, outstanding teaching, that stimulates and engages all children, enabling them to make good progress.

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

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Views of parents and carers

The percentage return for parental questionnaires was similar to that found in most schools. The majority of the views expressed by parents and carers are positive. The vast majority believe that the school keeps their child safe and report that their child enjoys school. Most are happy with their child's experience of school. A few replies expressed concerns over the way the school deals with behaviour and the way in which the school prepares pupils for the future. Inspection evidence indicates that progress and achievement are satisfactory. In terms of behaviour it was found that incidents are dealt with effectively and, during the inspection, only good behaviour was observed across the school.

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 85 completed questionnaires by the end of the on-site inspection. In total, there are 300 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	60	31	36	2	2	1	1
The school keeps my child safe	48	56	33	39	1	1	0	0
The school informs me about my child’s progress	31	36	46	54	4	5	3	4
My child is making enough progress at this school	35	41	44	52	2	2	2	2
The teaching is good at this school	34	40	44	52	0	0	1	1
The school helps me to support my child’s learning	27	32	52	61	4	5	0	0
The school helps my child to have a healthy lifestyle	32	38	44	52	6	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)	17	20	41	48	7	8	2	2
The school meets my child’s particular needs	23	27	51	60	4	5	1	1
The school deals effectively with unacceptable behaviour	21	25	47	55	14	16	3	4
The school takes account of my suggestions and concerns	16	19	53	62	8	9	1	1
The school is led and managed effectively	25	29	47	55	6	7	2	2
Overall, I am happy with my child’s experience at this school	41	48	39	46	2	2	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



5 December 2011

Dear Pupils

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

Thank you for your help when we visited your school recently. It was a real pleasure meeting and talking with you. We would like to congratulate you on your good behaviour. Rose Hill Primary is a satisfactory school. Your attainment at the end of Year 6 is similar to that of other boys and girls of the same age. Your progress is satisfactory; this is linked to teaching and learning which are also satisfactory.

You are well cared for and the school is a safe place. Many aspects of your personal development are good and you know a lot about how to be healthy and safe. The school is starting to improve because leaders, managers and teachers are working hard to develop it.

We have asked the school to focus on improving these areas.

- Improve the quality of learning by making sure that work is always matched to your needs and abilities.
- Provide you with many more opportunities to write.
- Ensure that marking helps you know how to improve your work.
- Make sure that the headteacher and other managers and teachers use accurate data to plan for your learning.

You can help by keeping up your enthusiasm for learning. Once again, thank you for all your help and good luck in the future.

Yours sincerely

Ronald Hall
Lead inspector

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