

Rose Hill Primary School

Derby Road, Ipswich, IP3 8DL

Inspection dates 3–4 March 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching in Years 1 and 2, particularly in mathematics, is not as effective as it is in other years.
- Some of the subjects of the curriculum, such as science and art, are not taught well enough.
- The quality of the leadership of teaching and achievement by the phase leaders varies from one phase to another. Consequently, the impact on outcomes and teaching is inconsistent.
- The proportion of pupils that exceed the expected rate of progress in mathematics and writing is not high enough for achievement to be judged as good. One reason for this is that problem solving and reasoning in mathematics are not well enough taught.
- Gaps remain between the achievement of pupils eligible for the pupil premium and the other pupils both in school and nationally.
- Leaders are unsure of the impact that provision for disabled pupils and those who have special educational needs makes on their progress.
- The provision in the Early Years Foundation Stage requires improvement. It does not assess the next steps that children need to take in their learning accurately enough so that they can make good progress.
- Behaviour requires improvement. In a number of classes there is a small group of pupils that do not concentrate or work hard enough.

The school has the following strengths

- This is an improving school. The leadership of the headteacher and the governing body are good. They have a good understanding of the strengths and weaknesses of teaching and learning and have driven the necessary improvements over the last year.
- Safety is good. Vulnerable pupils are well looked after and safeguarding requirements are conscientiously met.
- The teaching of, and achievement in reading have strengthened considerably across the school and are now good.
- Pupils are now making much better progress in reading, writing and mathematics. So although gaps between some groups in school still remain, they are narrowing when compared to national expectations.

Information about this inspection

- The inspectors visited 21 lessons to observe behaviour, teaching and learning.
- Inspectors met with pupils to discuss their behaviour and lessons, and reviewed their work.
- Meetings were held with members of the governing body, the headteacher and other leaders, staff and a representative from the local authority.
- Inspectors were unable to take account of questionnaire responses to the online parent questionnaire (Parent View) as there have not been any this year. They did speak to parents informally and take into account the responses to a recent school questionnaire for parents.
- They looked carefully at school data on pupils' attainment and progress, the school's evaluation of its strengths and weaknesses, procedures for managing the performance of teachers, and the school's development plan.
- Inspectors examined policies and procedures for the safeguarding of pupils.

Inspection team

Tim Bristow, Lead inspector

Her Majesty's Inspector

Tracy Fielding

Seconded Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is a larger than average-sized primary school.
- Currently, a fifth of the pupils speak English as an additional language which is slightly above average. Within this group a growing proportion have arrived at the school recently from different countries and are new to speaking English.
- The proportion of disabled pupils and those who have special educational needs is approximately 16% which is average.
- A quarter of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals. This is slightly below average.
- The deputy headteacher was appointed to the post of headteacher in January 2015.
- Four phase leaders responsible for different key stages were appointed in September 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manage a before and after school club for the pupils.
- Children attend the Reception classes on a full-time basis.
- The school was judged to require special measures in October 2013. There have been three monitoring inspections since then led by one of Her Majesty's Inspectors.
- The headteacher and governors have recently completed a review of the use of pupil premium funding.

What does the school need to do to improve further?

- Improve the teaching to good by:
 - strengthening the quality of teaching in Years 1 and 2
 - training staff to better teach problem solving and reasoning in mathematics
 - increasing the rigour of assessment in the Early Years Foundation Stage so that activities are better pitched to meet the learning needs of children
 - expecting a better attitude to learning from all pupils.
- Strengthen achievement to good by:
 - ensuring that the gaps that remain between pupils eligible for the pupil premium and the others are removed
 - making sure that the provision for disabled pupils and those who have special educational needs has the desired impact on their outcomes
 - increasing the proportions of pupils in each group that make progress that exceeds the expected rate in writing and mathematics.
- Improve the effectiveness of leadership and management by:
 - increasing the impact of all phase leaders on teaching and learning
 - developing the curriculum for subjects such as science and art by teaching subject specific skills and understanding and raising the expectations of what pupils can achieve

Inspection judgements

The leadership and management requires improvement

- The effectiveness of phase leaders including in the Early Years Foundation Stage, is not yet good enough. While it is evident that they are working hard and having an increasing impact on strengthening teaching and learning, a lot of time since they started has had to be spent on developing their leadership skills so that they are equipped for the role. In addition, the quality of leadership varies so that for example, leadership of teaching and learning for some years is better than for others.
- The curriculum for some of the subjects such as science and art is not good enough. For example, in science, pupils do not have sufficient opportunity to develop their scientific skills because they do not take part in enough experiments. In art, they are unable to develop well enough as artists because they are not provided with equipment of good enough quality to enable them to express themselves skilfully.
- The leadership of the headteacher and the governors is good. The headteacher has demonstrated great resilience and a relentless drive to improve teaching and learning. Over the last year, she has established a new teaching and leadership team that is working with increasing impact on raising achievement.
- There is a strong sense of team spirit and raised morale as teachers and teaching assistants work together to provide a better education for pupils. Inspectors agree with one parent who commented after a recent visit to the school that 'there was much more energy and a positive vibe was really evident as we walked around the classrooms.'
- The leadership and performance management of teaching is increasingly effective. Training is focussed on the individual needs of teachers and teaching assistants. Expectations through performance management targets are clear and there are regular checks on teaching and the work in books to make sure that these targets are being met. Teachers now understand that they will only receive pay increases when there is good evidence of a demonstrable improvement in their practice.
- The school now provides much greater equality of opportunity as all groups are now making better progress. The school provides an inclusive environment where difference is celebrated and discrimination is not tolerated. Consequently, the increasing numbers of pupils that arrive from different countries settle in well because of the welcome they receive from the whole school community.
- Until recently, the use of pupil premium funding was not linked closely enough to the impact on achievement of the eligible pupils. This has now changed following training and the review by the headteacher and governors, so that this year, activities such as the employment of a mentor and family support worker who work specifically with eligible pupils are much more sharply focused on improving outcomes. While it is too early to judge the effectiveness of these initiatives, early indications, such as the rise in attendance of disadvantaged pupils, are encouraging.
- The school develops pupils' spiritual, moral, social and cultural development well and promotes fundamental British values successfully. Pupils demonstrate great respect for each other and a tolerance of difference. The atmosphere at break and lunchtimes is extremely harmonious. The school does not develop an understanding of democracy well enough for older pupils. For example, pupils are able to explain how they vote for members of the school council to represent them, but are not aware that this is a similar process to British democracy because the school has not taken the opportunity to capitalise on this link.
- The curriculum is becoming more broad and balanced. Reading, writing and mathematics are now meeting pupils' needs much more effectively. The inclusion of French in the curriculum is fostering a love of the subject because the school has employed a specialist teacher. Sport premium funding has been used to good effect to employ a sports teacher who is concentrating on preparing pupils for the next stage of their education and training the other teachers. Pupils are very enthusiastic about the new clubs and sports teams that add enjoyment and pride to their education.

- The school has robust safeguarding procedures in place for pupils that are vulnerable and for recruitment and the checks on the suitability of staff. Leaders have ensured that all staff are trained to the appropriate level.
- At the time of the last inspection there was a level of dissatisfaction among the parents about the school. Leaders and governors have worked successfully to overcome this attitude. Share events where parents come to find out how different subjects are taught, and the parents' council where all the different backgrounds are represented are helping to engage parents in the school's work.
- The school has benefited from the effective support of the local authority over the last year to improve teaching and leadership.
- **The governance of the school:**
 - Governors, over the last year, have established a secure, strategic overview of the development of the school. They are now well trained and knowledgeable and readily hold the headteacher to account for the decisions that are made for school improvements.
 - Governors are rigorous about ensuring that school leaders provide regular reports about the performance management of teachers. Consequently, they are very perceptive about where teaching is the strongest and where improvements still need to be made. They link this to a good understanding of pupil progress information. They have demonstrated that they will not reward teachers for improved performance until it is securely evident.
 - Governors successfully meet all statutory requirements.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. In a number of classes there is a small group of pupils that do not work hard enough or they lose interest and do not concentrate on their work. When this happens, they tend to chat to each other and the adults in the classroom do not always deal with this.
- Around the school, pupils are generally orderly and polite. They demonstrate kindness and consideration to each other. Roles such as lunch time leaders enables older pupils to demonstrate responsibility for younger pupils by helping them when they require it.
- Attendance is rising and is close to average. The family support worker is effective in engaging with families to improve punctuality and attendance. The rate of exclusions is low.
- In the Early Years Foundation Stage behaviour is good. Children are secure and confident and are learning to share and concentrate.

Safety

- The school's work to keep pupils safe and secure is good. The school has established an environment in which pupils report how happy they are.
- Anti-bullying is promoted well. For example, pupils are knowledgeable about E safety, cyber and racist bullying. Records show very few instances of bullying or racist incidents, but the school is not complacent and has ensured that pupils know how to deal with bullying if it should arise.
- The special needs leader has established good partnerships with other agencies to safeguard the pupils whose circumstances make them vulnerable and for those with complicated needs.
- The breakfast club provides a welcoming, safe and secure environment for pupils at the start of the day. Consequently, they start lessons well prepared for learning.

The quality of teaching requires improvement

- The quality of teaching overall is not good enough in Years 1 and 2, particularly in mathematics and some other subjects of the curriculum. Expectations are not high enough, questioning skills are not well enough developed and lessons are often not well enough designed to support the learning that is planned for pupils.
- Across the school, the teaching of problem solving and reasoning, critical to mathematics, is not taught well enough. In some cases, pupils are given problems that are too hard that they are unable to complete. In others they are too simplistic and do not foster pupils' thinking skills.
- The teaching of reading is good in all year groups. The teaching of phonics is secure and the love of literature is being well-fostered for older pupils. For example, they are currently enjoying their lessons where they learn about Macbeth.
- Writing is now much more effectively taught. Work in the pupils' books shows that because of helpful marking and guidance, the quality of writing is improving. Teachers are particularly effective at teaching punctuation, spelling and grammar as demonstrated in national assessment results in 2014 where standards were higher than in other subjects. This means that many are better prepared than in the past for the next stage in their education.
- Relationships are a very strong feature, particularly at Key Stage 2. Consequently, pupils rise to the challenge when expectations are high. For example, in one lesson, pupils individually were prepared to recite times tables they found hard in front of the class. The teacher used this opportunity to promote pupils' moral and social development. Pupils supported their peers and were considerate when mistakes were made.
- Teachers are increasingly effective at using information about pupils from assessments and their books to prepare work in writing and mathematics that is pitched at the correct level. They are not as good at doing this in subjects such as science and art. Often in these lessons there is a lack of challenge because expectations are not high enough.
- The management of teaching assistants has improved considerably over the last year. Many were observed making a strong contribution to the lessons when working with small groups. This is also the case in the Early Years Foundation Stage where teaching assistants demonstrate proficient questioning skills when talking to children.

The achievement of pupils requires improvement

- The progress that pupils make requires improvement because the proportion of pupils that exceed the expected rate of progress in writing and mathematics is too low. The proportion that make expected progress has increased considerably over the last year. Weaker skills when reasoning and problem solving inhibits the ability of pupils to make more rapid progress in mathematics.
- National assessment results in 2014 show that attainment overall at the end of Year 6 was below average. This was because of the slow progress made by pupils over the previous four years. Now progress for all groups is accelerating rapidly, but at different rates.
- Assessment information for 2014 shows that the progress of disadvantaged pupils was not good enough. The proportions of disadvantaged pupils that made or exceeded expected progress in reading, writing and mathematics was lower than for other pupils nationally. School assessment information shows that this year, most disadvantaged pupils are now making the expected progress with an increasing proportion exceeding the expected progress.
- In 2014, assessment information shows that the standards reached by disadvantaged pupils were approximately a term behind the others in school and just over a year behind other pupils nationally in reading. In writing, they are approximately two terms behind others in school and just over a year behind

others nationally. In mathematics they are approximately a year behind the others in school and five terms behind others nationally. Since September 2014, the gaps are closing because of faster progress. However, the gap between disadvantaged pupils and their peers in school is still too wide because of the acceleration in progress of all pupils, but it has narrowed markedly when compared to national expectations.

- The acceleration in progress of disabled pupils and those with special educational needs is similar to that of other groups. Most of them are now making the expected progress with few making more than the expected progress. The specific provision for these pupils is strengthening, but progress is not good because leaders do not have enough understanding of which of the activities provided for these pupils are having the most impact on their progress and outcomes.
- Good progress is made by all groups of pupils in reading this year and consequently school assessment information indicates that standards will be higher by the end of Year 6. Younger pupils that find reading a challenge, demonstrate that they have been well equipped with the phonics skills necessary to read words that they find difficult.
- The expectations of the most-able pupils are rising and the progress that they make has accelerated. For example, this year for the first time there is a group of Year 6 pupils that is now working securely within the higher level 6 in mathematics.
- Effective support for the increasing number of pupils that speak English as an additional language has resulted in them generally making better progress than the others in reading, writing and mathematics.
- Assessment information shows that in 2014 standards rose to average overall at the end of Year 2 because of the extra support that pupils received.

The early years provision

requires improvement

- The assessment procedures are not accurate enough to ensure that activities planned for children are pitched at the right level for them. Procedures are more systematic for assessing children, but the judgements made about progress are not hinged sufficiently in tangible evidence. This means that for example, more able children complete tasks quickly and are not challenged enough because the tasks prepared for them are too easy.
- Assessment on entry shows that children enter the Early Years Foundation Stage with skill development that is less than is typical for their age. Previous weak assessment information makes it difficult to compare rates of progress, but assessment information currently indicates that an increasing proportion of children are working towards gaining a good level of development and will consequently be better prepared for Year 1.
- There are some good aspects of teaching. For example, phonics is taught well and children demonstrate increasing letter and sound recognition.
- The behaviour and safety of children are good. They are well looked after and cared for. Inspectors agree with parents who answered a recent questionnaire expressing their satisfaction with the care in the Early Years Foundation Stage.
- Leadership has strengthened over the last year. One positive feature is the records of activities designed for parents so that they can see what their children have been doing. Other aspects require more development, such as the accuracy of assessment by all staff.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124655
Local authority	Suffolk
Inspection number	454351

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	Lynda Richings
Headteacher	Linda Hatcher
Date of previous school inspection	10 October 2013
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