

Rosehill Methodist Community Primary School

Rose Hill Road, Ashton-Under-Lyne, Lancashire, OL6 8YG

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points that are below those typical for their age and, in a few cases, significantly below. Good provision and teaching in the early years ensure that children get off to a good start and achieve well.
- Pupils make good progress in Key Stage 1 from starting points which have previously been below average. Most pupils reach the expected level of attainment in reading, writing and mathematics at the end of Year 2.
- Progress is good in Key Stage 2, especially in writing. Pupils reach standards that are broadly average in reading, writing and mathematics by the end of Year 6.
- Teaching is good. Staff provide a range of well-planned and high quality learning opportunities for pupils. Teaching assistants provide effective support, especially for disabled pupils and those who have special educational needs.
- Pupils behave well around the school. Pupils and staff expect all members of the school community to treat each other with respect and courtesy.
- Pupils enjoy coming to school and attendance is improving. They understand well how to keep themselves safe.
- School leaders ensure that pupils receive a high quality of care. This is especially the case for those whose circumstances may make them particularly vulnerable.
- School leaders have high expectations of what all pupils can achieve and are ambitious for their success. Their focus on improving the quality of teaching has improved pupils' achievement.
- Governors are knowledgeable and have a well-informed and accurate view of the school's performance. They work successfully with senior leaders to raise standards and further improve the quality of teaching.

It is not yet an outstanding school because

- Although the proportion of pupils attaining the higher levels by the end of Year 6 is currently average in mathematics and reading, this has not always been the case previously.
- In a very few lessons, some pupils do not make the progress of which they are capable.
- Opportunities for pupils to develop their English and mathematical skills through other subjects are not fully developed.
- Middle leaders do not assess the impact of their leadership on improving the quality of teaching and raising achievement robustly enough.

Information about this inspection

- Inspectors observed a range of lessons or part lessons in all classes. Two lessons were observed jointly; one with the head of school and one with the executive headteacher.
- Inspectors held meetings with groups of pupils, members of staff, members of the governing body and a representative of the local authority.
- Inspectors took account of 29 responses to the online questionnaire (Parent View). They also talked to a range of parents during the inspection.
- Inspectors observed the school’s work and looked at a wide range of documentation including: assessment data; the school’s evaluation of its work; minutes of governing body meetings; safeguarding documentation; reports from school improvement partners; information about the management of teachers’ performance; monitoring records; and the school’s improvement plan.
- Inspectors considered 51 responses to the inspection questionnaire for staff.
- Inspectors listened to pupils read and scrutinised samples of their work.
- Inspectors observed pupils’ behaviour at playtime, lunchtime, around the school and in lessons.

Inspection team

Clare Daniel, Lead inspector

Additional Inspector

Alison Cookson

Additional Inspector

John Shutt

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well above the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Nursery provision is part time and parents are offered morning or afternoon sessions daily. Reception provision is full time. The Nursery class includes a small number of two-year-old children.
- The school is led by an executive headteacher for two and a half days per week and a head of school for the other two and a half days per week. The executive headteacher is also employed by the local authority as a school performance and standards officer.
- The school operates a breakfast club during term time which is managed by the governing body. A further breakfast club is managed by a private provider on the same site as the school; this provision is inspected separately.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Further improve the quality of teaching so that more pupils attain the higher standards by:
 - making sure that all pupils are sufficiently challenged so they always make the progress of which they are capable
 - ensuring that pupils have regular opportunities to develop their English and mathematical skills through other subjects.
- Strengthen the role of middle leaders so they are better able to assess the impact of their leadership on improving the quality of teaching and raising achievement.

Inspection judgements

The leadership and management are good

- Senior leaders have high expectations of pupils and staff. They understand pupils' needs well and the level of pastoral care they provide is of a high standard. School leaders ensure that all pupils have equal opportunities to succeed in their learning.
- School leaders demonstrate high levels of dedication to raising achievement for all pupils. Senior leaders monitor pupils' performance and the quality of teaching regularly. They have an accurate view of the standards currently achieved by groups of pupils.
- Evaluation of the school's overall effectiveness is accurate and school leaders have a good understanding of its strengths. Plans for improvement have had a significant impact on raising achievement and, as a result, pupils are making accelerated progress, particularly in writing in the junior classes.
- Middle leaders manage their responsibilities soundly although they do not fully assess the impact of their leadership on raising standards. They ensure that professional development and training is effective in improving the quality of teaching. The leader with responsibility for overseeing the achievement of disabled pupils and those who have special educational needs manages their provision well. Staff in the inclusion team monitor the quality of interventions effectively and ensure that pupils continue to make good progress because of the additional support they receive.
- All teachers have performance targets which are closely linked to improving the quality of teaching and raising pupils' achievement. Senior leaders check on these targets throughout the year and can demonstrate the impact that high quality training opportunities are having on improving the quality of teaching. Pay awards are linked directly to the quality of teaching and pupils' achievement.
- The curriculum is enriched with a range of trips and linked to learning themes as well as sporting and cultural opportunities. During the inspection, pupils in Year 4 were taking part in a junior Shakespeare festival and were rehearsing enthusiastically for their performance at the Royal Exchange Theatre in Manchester. However, opportunities for pupils to develop their writing and mathematical skills across a range of subjects are not fully developed. Consequently, pupils do not always write at length and for different purposes or use their problem-solving skills in different contexts.
- Pupils' spiritual, moral, social and cultural development is good overall. It is supported well by the range of subjects taught and by whole-school assemblies. Pupils also have many opportunities to take part in different extra-curricular activities. They have a range of responsibilities which they enjoy, including being members of the school council or running for school mayor.
- Pupils have an array of opportunities to learn about British values such as tolerance, respect, democracy, law and liberty through a variety of activities planned into the curriculum. Their understanding of democracy and law, supported by the work of the school council, is developing but is not fully embedded. Pupils have high expectations that all members of the school community should treat each other with respect and good manners.
- Through a variety of activities provided across the curriculum, the school fosters good relations, promotes tolerance and tackles discrimination well. The experiences that the school offers pupils ensure that they are well prepared for life in modern Britain.
- School leaders evaluate the spending and impact of pupil premium funding carefully to ensure that they provide the correct support for disadvantaged pupils. They ensure that disadvantaged pupils achieve well and make good progress, especially in writing.
- Leaders and governors spend the primary sport funding effectively. They ensure that all pupils benefit from an improved quality of teaching, the support of sports coaches and increased opportunities to take part and compete. A project focused on outdoor learning for Year 5 pupils has been particularly successful in developing social communication and collaborative skills. It has also provided pupils with opportunities to succeed in a range of activities.
- The local authority has provided training for school staff and governors with a focus on improving the quality of teaching and understanding school assessment data. This has ensured that school leaders are well placed to make evaluative judgements about the school's performance. Middle leaders have undertaken some training focused on strengthening their role, but this is currently ongoing and not embedded.
- The school meets all statutory safeguarding requirements. All pupils are safe and well cared for in school, especially those who may be more vulnerable.
- **The governance of the school:**
 - Governors have a well-informed understanding of the school's current strengths and weaknesses. They challenge senior leaders effectively about improvements in the standards pupils reach as well as the

quality of teaching. Governors check on the quality of the school's work regularly and are keen to continue the drive for further improvement. They have a clear understanding of the rationale behind targeted pupil premium spending and a well-informed view of its impact.

- Governors have attended appropriate training which has further developed their understanding of the school's performance and assessment data. They understand the link between the arrangements to manage the performance of teachers and their impact on raising standards and improving the quality of teaching. They are closely involved in overseeing the school's systems for pay awards related to the performance of teaching staff and fully understand how underperformance is tackled.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They behave well around the school and are polite and well-mannered. They talk confidently about their work, and say that teachers and support staff are there to help them progress in their learning and manage any problems they might encounter in their friendships.
- In lessons, pupils listen carefully to instructions and are keen to learn. They enjoy positive relationships with staff and with each other. Staff provide well-managed learning environments and pupils are supported well in their learning. However, on a few occasions, low-level chatter slows the learning of some pupils and distracts others.
- Pupils say that behaviour is good overall. They have a clear understanding of the school's systems of rewards and sanctions, despite these having been introduced relatively recently after a behaviour review earlier in the year. Older pupils particularly enjoy the school's passport system of rewards and appreciate how these are linked to both behaviour and learning.
- Pupils say that on a few rare occasions a very small proportion of pupils are not always polite to lunchtime supervisors, supply staff and teaching assistants and that this falls below the high standards they expect of each other. They report that the few rare incidents of weaker behaviour are managed fairly, calmly and consistently by all staff and that the overall school culture is one of respect.
- The majority of parents who responded to the online questionnaire, Parent View, agreed that the school makes sure that pupils behave well and deals with bullying effectively. The majority of staff who responded to the inspection questionnaire also agree with this. While pupils say that there are very few incidents of bullying, staff deal with these promptly and effectively. Discrimination of any kind is not tolerated at the school. Pupils proudly say that their school is an anti-bullying school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and they are confident that staff will help them to sort out any problems they might have.
- Inspectors observed that relationships between pupils and staff are supportive and respectful. Pupils know that they are expected to care for each other, and that monitors and pupils with special responsibilities help them to resolve any minor conflicts.
- Pupils demonstrate a very good awareness of how to keep themselves safe in and around the school, the community and when using the internet. They feel less safe on the playground very occasionally because it is sometimes 'too busy'. Almost all parents agreed that their child feels safe at school.
- Effective procedures are in place to keep pupils safe. There is clear evidence of how the school involves and works with other agencies if it has concerns about a pupil's well-being in order to protect those who are particularly vulnerable.
- Attendance has improved since the last inspection and is now average overall. The school follows up absence and concerns about punctuality rigorously. Senior leaders work with other agencies to tackle poor attendance in more complex cases.
- The breakfast club is well attended and provides a safe and secure environment for pupils.

The quality of teaching is good

- In most classes, activities are well-prepared and pupils are enthusiastic about their learning. They enjoy the opportunity to work on extension activities in the majority of lessons. On a very few occasions the work planned is not challenging enough; consequently, pupils' progress slows and they do not achieve as well as they might.

- The use of adults to support learning has a good impact on the standards achieved by pupils and the progress they make. Most teaching assistants and support staff understand the focus of each session clearly and have appropriate resources to support the pupils they are working with. As a result of this effective support, disabled pupils and those who have special educational needs make good progress.
- Teachers plan a range of opportunities to develop pupils' reading, writing and mathematics skills. Effective teaching has improved pupils' phonic skills (letters and the sounds they make). They are now better able to tackle a wide range of more challenging books and to use their reading skills more effectively in other subjects. Pupils enjoy reading and are keen to talk about the books that they read at school.
- Writing is taught well. Pupils enjoy using their skills to write confidently, although opportunities to develop their skills across all subjects are not fully developed. Stories are used successfully to encourage pupils to write with enthusiasm. A good example of this was seen during the inspection in Key Stage 1 where Year 1 pupils were engaged in writing book reviews based on *The Very Hungry Caterpillar*.
- Teachers ensure that mathematical skills are taught successfully in most classes. Opportunities to develop mathematical skills across the curriculum are developing but are still to be fully established.
- Learning corners in each classroom which reflect the current theme are used successfully to inspire pupils, not least through displays of pupils' work. For example, in Year 4 a range of beautifully crafted boxes, made by pupils as homework, containing three-dimensional scenes from *A Midsummer Night's Dream*, were creatively displayed so that pupils could explore each other's contributions.
- Teachers' subject knowledge is strong overall. Feedback given to pupils during lessons is clear and evaluative; it helps them to move on quickly in their learning and progress well.
- Pupils' work is marked in accordance with the school's policy and is effective in supporting good progress. Pupils have regular opportunities to act on advice and take account of identified next steps in learning in future pieces.

The achievement of pupils is good

- All groups of pupils achieve well overall and make good progress across the school from their individual starting points. The overall standards achieved by different year groups are occasionally more variable. This is because some year groups started school with a far greater proportion of pupils whose skills were below those typical for their age. The progress made by some of the pupils in upper Key Stage 2 has previously been slower because of weaker teaching in the past. However, this has now improved and most pupils attain the standards expected of them.
- In the recent Year 1 phonics screening check, most pupils reached the standard expected for their age. Pupils achieve well from their starting points. The proportion of pupils who met the expected standard in the re-check at the end of Year 2 in 2014 was well above average.
- At Key Stage 1, from their previously low starting points, the overall standards achieved by pupils in reading, writing and mathematics in 2014 were average. Inspection evidence shows that pupils make good progress in Key Stage 1 and an average proportion reaches the higher levels in reading, writing and mathematics.
- By the end of Year 6, standards are broadly average. Almost all pupils made at least the expected amount of progress in writing and mathematics in 2014; however, this figure was below average in reading. The school provided compelling medical evidence to explain some underperformance by a very small margin in reading by a few pupils. There was also plentiful school assessment information to show that these pupils had made at least expected progress overtime but were unable to demonstrate their true level of skills in the test. The proportion of pupils who made better than expected progress was above average in writing. Throughout Key Stage 2, pupils are now making much more rapid progress in reading, writing and mathematics. The proportion of pupils currently in Year 6 who have made better than expected progress in reading and mathematics in Key Stage 2 is already much higher than in 2014.
- Overall, the progress of the most able pupils is good. In 2014 the proportion of pupils working at the higher levels at the end of Key Stage 2 was below average in reading and mathematics. However, the school's current assessments indicate that a greater proportion of pupils is already attaining the higher levels in reading and mathematics than in the previous year. The most able pupils apply their skills well across a range of subjects and tackle more challenging work with confidence.
- The achievement of disabled pupils and those who have special educational needs is good overall. They make similar progress to their peers because their needs are met through a range of effective support which ensures that they achieve well. However, the standards they attain are sometimes lower than those of their peers because of their different starting points.
- The school has worked successfully to narrow the gap in achievement between disadvantaged pupils and

other pupils nationally. By the time they left Year 6 in 2014, the attainment of disadvantaged pupils was two terms behind their peers in mathematics and reading and approximately four terms behind in writing. When compared to other pupils nationally, their attainment was approximately one term behind in writing, two terms behind in mathematics and three terms behind in reading. However, they made at least as good progress as other pupils nationally in writing and mathematics.

The early years provision

is good

- Currently, most children join the early years with skills that are below those typical for their age and, in a few cases, they are significantly below. This is particularly so in their communication and language skills. Children make good progress from their individual starting points.
- The proportion of children achieving a good level of development has been variable each year, depending on their starting points. In 2014, the proportion of children achieving a good level of development was broadly average, with the majority of children well prepared to start Year 1.
- The provision for children who do not reach a good level of development by the time they transfer to Year 1 is carefully planned so that learning activities continue to meet their needs.
- While there is no substantive leader working within the early years, the team is managed by a lead practitioner who works closely with the head of school to ensure that the leadership of the early years is good. This arrangement is effective. The team has a well-informed view of children's achievement and senior leaders monitor the quality of teaching regularly.
- The team ensures that the curriculum is appropriate, is planned to build on children's previous experiences and meets their interests. Planning is of a high quality and clearly responds to children's learning.
- Indoor and outdoor provision is both safe and secure. The outdoor area is well-developed and provides children with a range of high quality learning opportunities, meeting their needs in all areas of learning. During the inspection, Nursery children were observed developing their mark-making skills using chalk enthusiastically in the open space of the outdoor area. Some were confident and worked successfully without help. Others were reassured and supported by staff, so that they too achieved well.
- Teaching is good and leads to good progress for all children. Adults skilfully plan activities which support the children in developing their skills quickly and securely. Indoor learning opportunities are fun and exciting. They ensure that the children develop their personal, social and emotional skills rapidly as they chat and work together.
- Children develop their communication and language skills and their number skills well. During the inspection, Nursery children were observed taking part in a story and reflection session led by the Methodist minister. They listened well, used a prayer and reflection time purposefully, and could associate the emotions and feelings in the story with their own. Children in Reception used money to total amounts and count on in ones and twos confidently, cooperating well in small groups. The most-able children's knowledge was extended with individual activities led by the teacher after the session had ended.
- Children's spiritual, moral, social and cultural development is good, as is their behaviour. Children from a range of backgrounds play and work together in a calm and purposeful atmosphere. They enjoy developing their skills together with effective support and respond positively to their peers and adults.
- Staff support disabled children and those who have special educational needs well, so that they make good progress in the early years. Teachers identify quickly the individual needs of these children early and provide effective support. This is one of the strengths of the early years and of the inclusion team, and has a significant effect on the good quality of provision for and the good achievement of these children.
- Children are safe and secure, relationships with adults are warm and nurturing, and welfare requirements are fully met.

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	133576
Local authority	Tameside
Inspection number	461740

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	507
Appropriate authority	The governing body
Chair	Ruth Gascoyne
Headteacher	Gillian Simm
Date of previous school inspection	15 November 2011
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