

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9167
Direct email: farhan.aslam@serco.com



19 June 2015

Linda Hatcher
Headteacher
Rose Hill Primary School
Derby Road
Ipswich
Suffolk
IP3 8DL

Dear Mrs Hatcher

Requires improvement: monitoring inspection visit to Rose Hill Primary School

Following my visit to your school on 18 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

Evidence

During the inspection, meetings were held with you, three members of the governing body and a representative of the local authority to discuss the actions taken since the last inspection. The school improvement plan was evaluated. An opportunity to walk the school with you enabled me to see pupils at work in lessons. You also shared with me a range of documents to show how school leaders are monitoring the progress and attainment of pupils.

Context

Since the last inspection, a new deputy headteacher has joined the school. Four newly-appointed teachers will replace four members of staff who are leaving at the end of this term.

Main findings

You have responded promptly to the issues raised in the last inspection. A revised action plan is suitably focused on improving teaching, raising achievement and increasing the effectiveness of leadership and management. This plan includes clear procedures for measuring at key intervals, how well the school is improving.

You have a clear vision for where you want the school to be and the actions needed to achieve this. Procedures are becoming far more systematic, enabling you to hold staff accountable and enable your staff to understand the raised expectations of them. You acknowledge that the key to becoming a good school is making teaching consistently good. Your latest evaluation of teaching confirms where the strengths and weaknesses lie and what further training is needed, tailored to the needs of staff. You have also reorganised staffing to ensure that they are suitably deployed in classes where they can use their knowledge and skills to make the biggest impact.

A timetable of regular monitoring including lesson observations, scrutiny of work and reviews of pupils' progress is in place. Non-negotiables have been agreed to make teaching more consistent. Lessons are being routinely monitored to check that these procedures and policies are being applied consistently. You have asked teachers and teaching assistants to raise their expectations of what pupils are capable of achieving, and to plan work that is suitably matched to their needs, including the most-able pupils.

Regular learning walks are also helping to improve pupils' attitudes to learning. They are expected to settle down to work quickly. Pupils and staff are encouraged not to waste any time in getting on with learning. Procedures to reward individual pupils and classes for showing positive attitudes and behaviour have been strengthened.

Observations of pupils at work in lessons confirmed your views that most of them behave well, engage fully and enjoy learning. Their books show that in both key stages, most pupils produce good quality, extended writing and present their work well. In mathematics, there is an over-reliance on worksheets and pupils' presentation is not as good as it is in English. Pupils are beginning to make more use of additional resources to help them calculate and solve problems. Further training in teaching mathematics is planned for next term to ensure that these new approaches become embedded.

Your latest assessment data indicates an improving trend in the Early Years Foundation Stage and in phonics, reading and speaking and listening in Key Stage 1.

In Key Stage 2, the vast majority of pupils in Year 6 are making expected progress. The proportions making more than expected progress in reading and in writing are higher than they were last year. The percentage of Year 6 attaining national expectations in reading, writing and mathematics are slightly lower than the targets agreed. Targets for the proportions of pupils attaining higher level 5 are expected to be met in reading and writing but not in mathematics.

You have taken responsibility for the achievement of disadvantaged pupils. Your monitoring shows that gaps in achievement of these pupils compared with others are closing in most classes due to closer monitoring and more effective targeting of pupil premium funding. A new leader of science has put in place plans to improve provision and share good practice in science with staff. Another teacher has taken responsibility for leading improvements in art.

Good governance, identified at the time of the last inspection has been maintained. Governors feel that there are no significant barriers preventing the school from being judged good at its next inspection. They continue to support and challenge you to make improvements and have appointed new staff and leaders to increase the school's capacity to improve.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You are working closely with the local authority to improve middle leadership and secure improvement. Advisory staff are assisting your leader of the Early Years Foundation Stage to improve the quality of assessment and to help to illustrate the progress made by individual children. Advisory support has also been provided to improve the teaching of literacy and numeracy, strengthen the coordination of special educational needs and increase the effectiveness of the phase leaders of each key stage.

I am copying this letter to the Chair of the Governing Body, and the Director of Children's Services for Suffolk.

Yours sincerely

John Mitcheson
Her Majesty's Inspector

cc. Appropriate authority - Chair of the Governing Body/Interim Executive Board
cc. Local authority