



# Rosehill Methodist Community Primary School

Inspection Report

**Unique Reference Number** 133576  
**LEA** Tameside  
**Inspection number** 282316  
**Inspection dates** 19 October 2005 to 20 October 2005  
**Reporting inspector** Ms Angela Westington HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Rose Hill Road
<b>School category</b>	Voluntary controlled		Ashton-under-Lyne
<b>Age range of pupils</b>	3 to 11		OL6 8YG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 343 8485
<b>Number on roll</b>	432	<b>Fax number</b>	0161 343 8283
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Alan Schofield
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Gillian Simm

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 19 October 2005 - 20 October 2005	<b>Inspection number</b> 282316
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Rosehill Methodist Community Primary School is a new, purpose-built school which opened in September 2003 following the amalgamation of an infant and junior school. It serves a residential area which has higher levels of deprivation than is the case nationally.

The school is larger than average and has close links to the Ashton-under-Lyne Methodist Circuit. A third of the pupils are eligible for free school meals which is above the national average. Some 19% are identified as having learning difficulties and/or disabilities, which is around the national average. There are 10% of pupils from minority ethnic backgrounds and 8% are learning English as an additional language. A small number of looked after children attend the school. On admission to the Nursery, children's skills are not as well developed as one might expect for this age group.

Whilst enjoying the benefits of a new building, the school managers have been forced to spend time on resolving outstanding construction issues. There has also been considerable disruption to the school staffing in the two years since the school has been open.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Rosehill School provides a satisfactory education for, and takes very good care of, its pupils. It provides satisfactory value for money. Its strengths lie in the provision it offers for pupils' personal development and well-being. It has very strong and fruitful links with other agencies and the community, in particular the local Methodist Circuit.

Pupils achieve satisfactorily overall. Children in the Foundation Stage achieve well and the majority are working at the levels expected for this age group by the time they leave the Reception class. However, they make less progress than they should in Key Stage 1, especially in literacy, and consequently the standards they reach by the age of seven are too low although the most recent results for reading have improved. Pupils make better progress in Key Stage 2. The test results for 11 year olds have improved gradually over the last three years, but they are still lower than national averages. Children with learning difficulties and/or disabilities make good progress because they are well supported and their work is well targeted.

Children at the school are happy. They have positive attitudes to learning and are growing into responsible members of the community. They behave well and work well together. Parents regard the school highly.

The quality of teaching overall is satisfactory, although there is too little good or very good teaching to raise standards quickly enough. The teaching of literacy is less secure, especially for writing and in Key Stage 1. The curriculum provision otherwise is good.

The school runs smoothly and efficiently on a day-to-day basis. Last year, with the support of the local authority, the school took effective action to improve standards generally. However, the quality of its self-evaluation is unsatisfactory and not all managers have a realistic view of the quality of teaching and standards. Nevertheless, the school has the capacity to improve.

### What the school should do to improve further

- Raise standards across the school especially in English and in writing.
- Raise the proportion of good or better teaching.
- Improve the quality of teachers' marking so that it is more helpful to pupils in identifying the next steps in their learning.
- Improve the quality and accuracy of the school's self-evaluation.

## Achievement and standards

### Grade: 3

In both the previous infant and junior schools, standards were below and well below national averages. Since the new school opened, the results in Key Stage 2 (the juniors) have improved a little year-on-year, although they are still too low. However, in Key Stage 1 (the infants) standards fell back to begin with but, following intensive help from the local authority, have come back to where they were, apart from in writing.

Currently, pupils achieve satisfactorily overall, but this judgement reflects a mixed picture throughout the school. Children in the Foundation Stage achieve well; they get off to a flying start and, by the time they leave the Reception class, the majority are working at the levels expected for this age group. This represents good progress given their starting points on entry to the Nursery. Several children are beyond this and are reading early books from the reading scheme and writing simple sentences using their knowledge of sounds and basic words.

This firm foundation is not built upon and pupils make less progress than they should do, especially in literacy, once they move into Key Stage 1. Consequently, the standards they reach by the age of seven are too low.

Pupils make better progress in Key Stage 2. The test results for 11 year olds have improved gradually over the last three years, but they are still lower than national averages. Children with learning difficulties and/or disabilities make good progress because they are well supported and their work is well targeted.

## **Personal development and well-being**

### **Grade: 2**

The children at Rosehill are positive about their school. They enjoy their lessons and are keen to learn and take part in all activities. Behaviour throughout the school is good. Attendance is below the national average but improving. Punctuality is good.

Pupils work well together. Older pupils carry out duties such as supporting younger ones at lunchtimes. Year 6 pupils clearly understand and readily accept their responsibility as role models for others. These are essential skills needed for working life and to act responsibly in future society.

Pupils' spiritual, moral, social and cultural development are promoted well. Their self-esteem is promoted effectively and they show respect and care for others. However, more could be done to teach pupils about life in a diverse multi-cultural society. Pupils develop self-esteem and confidence because their different achievements are valued and rewarded. They value 'Golden Time' and see it as an effective way of promoting good behaviour.

The school promotes the health and well-being of its pupils effectively and there are many opportunities for them to take part in physical exercise through a wide range of curricular and extra-curricular activities. Pupils are aware of the dangers of drugs and why it is important to keep fit, but they are less well informed about healthy eating and drinking, as this aspect is not sufficiently well embedded in the school's curriculum to allow them to make informed choices.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching is satisfactory overall. The school judges teaching to be good, but inspectors find it to be satisfactory because there are too few good or better lessons to raise standards quickly enough. This is a key point for development.

Teachers plan and prepare their lessons carefully and they seek to meet pupils' needs by setting work at the right level. This is largely successful in numeracy. However, they are less secure when planning for pupils' next steps in learning basic literacy skills, especially writing. Good teaching in Nursery and Reception classes enables children to make good gains in basic skills and personal development.

Teachers make good use of interactive whiteboards to develop pupils' learning. They involve pupils well in discussions, occasionally through searching questions that deepen pupils' understanding. In too many lessons, weaknesses in teaching lead to unsatisfactory learning for pupils. In most of these lessons, pupils' learning is hampered by slow pace and work that is not sufficiently challenging. In the better lessons, teachers accurately assess pupils' progress and guide the learning well.

Teachers' marking of pupils' written work is inconsistent and rarely makes clear what is needed to improve it. In contrast, pupils with learning difficulties and/or disabilities are given clear guidance and support to help them achieve their individual targets.

### Curriculum and other activities

#### Grade: 2

Curriculum provision is good. The curriculum meets statutory requirements and is soundly planned throughout the school. The school is increasingly providing real life experiences for pupils by planning activities that bring together learning from several subjects. For example, Year 6 pupils enjoyed the opportunity to use their numeracy and computer skills when they prepared graphs of historical data.

Pupils' learning is enlivened and enriched by a wide range of visits and visitors and especially through close links with the church and local high school. Many pupils take part in an extensive number of extra-curricular activities, such as sports and the choir, that enhance their learning and develop their self-confidence. Similarly, pupils in Years 5 and 6 benefit both socially and physically from a residential adventure experience.

The school's very good accommodation and resources, for example the facilities for sports, computing and the library, contribute greatly to pupils' learning and enjoyment.

### Care, guidance and support

#### Grade: 2

The care provided by the school is good and has some outstanding features. Pupils with learning difficulties and/or disabilities and vulnerable children are very well

supported. They have clearly defined targets that enable them to build effectively on their previous achievements.

The school's outstanding pastoral provision reinforces pupils' personal development. The learning mentor plays a key part in ensuring that this provision is seamless and her excellent liaison with external agencies ensures that care and support for pupils goes beyond the school.

However, pupils are not supported as well as they could be in understanding their own learning needs. For example, targets for improvement are not always shared with them consistently and effectively and this impacts on the rate of progress that they make.

Pupils feel confident that there is always someone they can turn to for help. Adults use praise well and pupils show positive attitudes, politeness and consideration.

Child protection and health and safety procedures are in place. Arrangements for settling new children into the Nursery and main school are good.

## **Leadership and management**

### **Grade: 3**

The senior management have been very successful in establishing a new school with a caring and welcoming ethos for all. Having done this, they recognise that the priority now is to focus rigorously on standards and the quality of teaching.

The school judges its leadership and management to be good but inspectors find these to be satisfactory overall. This is because it does not have a clear understanding of, and a sharp enough focus on, the standards that pupils reach and the progress that they make. Although managers undertake observations of lessons, too frequently these focus on the teaching rather than the progress that children make within the sessions and how they continue to make progress from one class to the next.

Staff absences and changing responsibilities have led to a discontinuity in the management of key subjects, especially English and to a lesser extent mathematics. This has led to the senior managers not having a clear enough overview of the progress that children are making, especially in Key Stage 1.

Some individual leaders though are very well informed and knowledgeable and have a very good overview of their area. The management of pupils who have learning difficulties and/or disabilities is very effective and consequently the children who have such difficulties make good progress.

Since it opened, the school has received support and guidance from the local authority, most recently in the form of involvement in an intensive programme to improve standards in English and mathematics. This support has been effective, resulting in a good increase in reading standards in Key Stage 1 and slight increases in English and mathematics in Key Stage 2, in the latest national tests.

Governance of the school is good. The governing body discharges its duties well and offers support and challenge to the headteacher in the areas of finance, staffing and premises. It has also been instrumental in helping develop the ethos of the school. It

has been assiduous in its duty in overseeing finances and has devoted much time to seeking solutions to outstanding buildings issues. Governors know that they need now to focus on standards of education.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, we visited your school recently and we would like to thank you for talking to us and making us feel so welcome.

We looked at many of the things you do in school and talked with your teachers and some of the people who help you, as well as a few of your parents. We thought that you behaved well and we could tell that you and your families are proud of the school. These are some of the things that we really liked:

- the people in school work very closely with your parents to make sure that you are safe, well cared for and happy when you come to school
- there are interesting things for you to do including after school clubs and lots of sport
- you like the lovely new school building, especially the information and communication technology suite and the library
- you enjoy being with each other and get on well with the adults in school
- you are trying hard to keep fit by doing lots of exercise but you don't always know which are the best foods to eat to keep you strong and healthy.

We have asked your headteacher to try to make sure that all the teaching in your school is as good as the best that we saw. We have also asked her to help you with your writing because we think it could be a lot better and it is important that you can write well. We think too that the younger children in the school should learn to read and write as quickly as possible so that all of you can do really well when you are older. We know that you will continue to work hard when this happens and that your mums, dads and carers will help you.