

# Rosehill Methodist Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	133576
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	328709
<b>Inspection dates</b>	2–3 October 2008
<b>Reporting inspector</b>	Steve Rigby

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	424
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Andrew Lomas
<b>Headteacher</b>	Mrs Gillian Simm
<b>Date of previous school inspection</b>	19 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rose Hill Road Ashton-under-Lyne OL6 8YG
<b>Telephone number</b>	0161 343 8485
<b>Fax number</b>	0161 343 8283

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<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 October 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Rosehill Methodist Primary School is larger than most primary schools. The school serves an area that experiences considerable economic and social disadvantage.

Most pupils are of White British heritage, although there are a small number of pupils from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well above that found in most schools as are the number of pupils entitled to free school meals. The school has achieved the National Healthy Schools Award, Activemark and the Silver Eco-Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Rosehill Methodist is a good school where pupils enjoy their learning. Effective leadership has brought about a number of improvements since the last inspection that have raised standards and pupils' achievement. These include the consistency in the quality of teaching, improved assessment systems and the restructuring of the Early Years Foundation Stage (EYFS) unit. Parents find the school welcoming and their children well cared for: 'My child has settled well and he is happy at school and I feel the teachers like him', reflects the typical view of most parents.

The children start school in the Nursery classes with skills and knowledge that are below the levels expected for children of their age and many have significant barriers to their learning. They get off to a good start in the EYFS and make good progress. Inspection evidence shows this good rate of achievement continues through Key Stage 1 so that standards are broadly average by the end of Year 2. Standards in reading, writing and mathematics are rising, with an increasing number of pupils reaching the higher levels expected of them. Throughout Key Stage 2 improvements in pupils' achievements, particularly in science and mathematics, are reflecting the impact of the improved quality of teaching and learning taking place. In 2008, the provisional results for Year 6 pupils show that they reached broadly average standards in English, mathematics and science and this represents a good rate of achievement from their relative starting points. However, standards in writing throughout the school are not high enough and remain an area for further development.

The quality of teaching and learning is good. Lessons are well planned, interesting and relevant, ensuring high levels of interest from, and involvement by, pupils. Robust assessment procedures enable teachers to set targets and track pupils' progress; this has had a positive effect on learning. As a result, the achievement of all groups of pupils, including those with learning difficulties and/or disabilities has been raised. Pupils with learning difficulties and/or disabilities are supported well by classroom support staff and this has a positive impact on the way pupils learn. However, pupils on the whole are not always sufficiently involved in their own learning. Teachers mark pupils' work well, but pupils are not always encouraged to use the guidance they are given to improve their learning, particularly in their independent work.

The school is mindful of the limited opportunities its pupils experience out of school and places great emphasis on promoting pupils' self-esteem and self-belief at every opportunity. 'We are all gifted and talented' is the ethos statement of the school and this is clearly at the heart of the school's work and results in the good personal development and well-being of pupils. The school works hard to convince pupils and parents of the importance of regular attendance and punctuality, and the impact they have on achievement. Attendance is improving. Pupils' behaviour is good and they develop positive relationships with each other and staff, which ensures that they keep themselves safe, work well together and are polite and friendly. All this makes a strong contribution to learning in lessons. Pupils commented that, 'This is good for us because we don't have disruption in lessons; we can learn.'

The curriculum is good with an interesting and broad base. The school recognises that some of the strategies it has recently implemented are beginning to lead to improvements, but realises that further work is needed, particularly in planning links between the basic skills pupils learn and other subjects across the curriculum.

This is an improving school that is well led and managed by an effective headteacher. She has worked well in partnership with the local authority and a hard-working staff who have responded well to change. Governors are knowledgeable, take a keen interest in all that the school does and are rightly pleased with the steady and well-grounded progress the school is now making. Recent improvements in achievement and the EYFS demonstrate the school's good capacity to improve further. The school provides good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision in the EYFS is good. Children arrive in the Nursery classes from a range of pre-school settings, with skills and knowledge below those expected for their age. Through good teaching, they move on with their learning at a good pace, so that by the start of Year 1 most are working at broadly average levels. The thorough induction arrangements help children to settle quickly into the Nursery classes. During this induction, parents are encouraged to take an active role in their children's work and play. This results in strong links being formed with parents. The children make good friends, treat each other and adults with respect and become happy learners. Teachers and support staff, led by a very forward thinking coordinator, are managed enthusiastically as they all strive continually to improve provision. Thorough observations and assessment of children's skills and development along with their 'next step in learning' are identified. There is good teamwork within the whole EYFS team and good procedures are in place to ensure that the care and welfare of children have a high priority. Children are aware of healthy eating habits; they enjoy making their own snacks using rice cakes, cheese and fruit. Teachers' planning and assessment take account of individual needs and all the areas of learning for the EYFS are covered. The indoor classroom areas are interesting and provide a relevant and appropriate focus on personal development and basic skills, as well as the wider curriculum. This good provision is replicated in the outside area, to which all children in the EYFS and Year 1 have free access.

### **What the school should do to improve further**

- Raise standards and improve pupils' achievements in writing throughout the school.
- Ensure that pupils use all the guidance they are given to improve their work, especially when they are working independently.

## **Achievement and standards**

### **Grade: 2**

Inspection evidence indicates that achievement is good throughout the school. Pupils build on the good start they have made in the EYFS and continue to make good progress in Years 1 and 2. By the end of Year 2 standards are broadly average, with a growing number of pupils reaching above average standards in reading, writing and mathematics. The school has identified weaknesses in writing throughout the school and particularly in boys' writing. A range of measures have been introduced to address the problem. These initiatives have started to have an impact on standards and the most recent school data show improvements overall and the gap between boys and girls is closing.

By the end of Year 6, the provisional 2008 test results show that standards are broadly average in English, mathematics and science and this represents good achievement for this group of pupils, taking into consideration their individual starting points. This is particularly so in science and mathematics where challenging school targets have been reached. Good teaching and good

classroom support impact positively on pupils' learning. This is supported by improved assessment, targeting and tracking procedures that ensure the close match of work to individual pupils' needs. Pupils with learning difficulties and/or disabilities make similar progress to other groups because they are well supported in the classroom.

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

### **Grade: 2**

Pupils develop good levels of self-confidence and self-esteem because their different achievements are valued, celebrated and rewarded. Pupils recognise their achievements are valued and this is evident in very uplifting 'golden child' assemblies. The strong focus placed on the social and emotional aspects of learning in the curriculum allows pupils to become reflective and thoughtful about their own and other people's experiences. As a result, pupils' behaviour is good. They develop positive relationships with each other and staff which ensures that they keep themselves safe, work well together and are polite and friendly. Pupils say that they enjoy school 'because they like the work that teachers give them'. Attendance is satisfactory and improving.

Pupils' spiritual, moral, social and cultural development is good. Most pupils achieve a good understanding about their rights and responsibilities and demonstrate a high level of social responsibility. The school council gives pupils an active voice. They expressed pride in their successful campaign to convert a number of pupils from eating unhealthily at lunchtime to eating healthy school meals. Pupils have a good awareness of how to live active and healthy lifestyles. Consequently, the school has been awarded the Healthy Schools Award and the Activemark. Pupils make a positive contribution to the school community through taking on a range of responsibilities. They make a positive contribution to the wider community through fundraising activities and this helps them in developing an awareness of other cultures and the multicultural society of which they are a part.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and has improved since the last inspection. Rosehill is a credit to the teachers and the teaching methods are excellent' is a comment reflecting typical parental views. Lessons are well planned and structured to meet the needs of all pupils. The teachers make sure that classrooms are a safe learning environment. Pupils are rewarded by appropriate praise for their contributions to lessons or for completing work to a good standard. In the best lessons, learning objectives are quickly established and shared so that the pupils know what they are learning and why they are learning it. In these lessons, the pace of learning is brisk with pupils' attention and interests captured from the outset with imaginative ideas.

Teachers are beginning to make effective links between different subjects to make learning even more meaningful and interesting. A good example is the work pupils were completing on Ancient Egyptians, which involved history, literacy, science and art. Where teaching and learning is less effective, teaching assistants adopt a passive role at the start of lessons, which dilutes their impact on the pupils' learning. In addition, the marking of pupils' work is not always used by pupils to improve their work nor do they always consider this advice when working independently, or in their next steps in learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is effective and covers all curriculum subjects focusing on developing key skills in literacy, numeracy and science. The senior management team are mindful of the need to raise standards and continually endeavour to improve the curriculum provision. For example, the successful introduction of a whole-school approach to teaching and learning calculation methods in mathematics has had a positive impact on achievement in this subject. Pupils' personal development is promoted very well, with the school drawing on the expertise of outside agencies to support work in, for example, teaching about relationships and the benefits and potentially damaging effects of drugs.

The school has been proactive in extending the good continuous provision in the EYFS into Year 1 to build on these good experiences. This is proving particularly successful in developing boys' writing skills through increased opportunities for role play. The curriculum is enriched by a range of educational visits and visitors, and the residential visits for Years 5 and 6 make a significant contribution to pupils' personal and social development. The curriculum is enhanced through specialist teaching in the games element of physical education. This gives pupils opportunities to be active and develop their sporting skills; as a result, pupils achieve good success in competitions against other schools.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory overall. Pastoral care for pupils is good, although academic support and guidance are not as strong, and this is why this aspect is judged to be satisfactory overall. The care shown to pupils is rooted in the school's strong caring ethos. The work of the learning mentor and the Methodist minister offers support and nurture to the school's most vulnerable pupils. Parents agree that their children's welfare is in safe hands. The school follows policies and procedures to justify that confidence. Adults do all they can to support vulnerable pupils. Learning support for those who have additional needs is a positive feature of the school's provision. Pupils are given clear guidance about maintaining good behaviour and positive relationships. An efficient system for tracking pupils' progress is in place. Though this is a useful tool, its full impact is yet to be seen. Pupils are not always made fully aware of targets for academic improvement. This is because pupils are not always encouraged to take on board the advice teachers give through the marking of their work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and the improvement in standards and achievement can be attributed to the strong leadership of the headteacher and the senior management team. There is a clarity of vision that is conveyed to all, including parents and governors. The majority of parents are happy with the school and they feel that the school is approachable and that it listens to their views. A minority of parents were not sympathetic towards the rigorous measures the school has in place to deal with unacceptable behaviour. Inspectors found pupils' behaviour to be good in lessons and well managed in the playground. Even so, a robust system of monitoring of the quality of teaching and learning has resulted in their quality and consistency improving. The school has introduced rigorous systems to set targets for all pupils and systems

to track whether pupils are in line to meet them; this is beginning to ensure that work is pitched at the correct level to meet the needs of all pupils. Although improvements are evident and standards are rising, not all subject leaders rigorously check the quality of learning and monitor provision of their subjects, and so they have an incomplete picture of achievement and standards.

The school has a number of positive links with its local community, including visits to the local Methodist churches. However, the school recognises the need to establish greater opportunities for pupils to develop a stronger national and international awareness of community issues.

Governors are knowledgeable and supportive of the school. They accept their role as critical friends and question appropriately.

They fulfil their statutory responsibilities and make a valuable contribution in guiding the school forward, working in close harmony with the school's management team.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Rosehill Methodist Community Primary School, Ashton-under-Lyne, OL6 8YG

I am writing on behalf of the inspection team to thank you for the warm welcome you gave us when we came to inspect your school. We enjoyed meeting you. A special thank you to the school council and the children who gave up their time to talk to us about your school. We found you go to a good school. We were particularly pleased to see how the standard of your work is improving. Your headteacher leads the school well and your teachers provide you with interesting lessons so that you can do your best. Your behaviour in classrooms is good and we were pleased by the care and consideration you showed for others. You know how to keep fit and stay healthy and you are well looked after by the adults in your school. It was also pleasing to see how your attendance is improving, so keep up the good work.

To help your school to get even better we have asked your teachers to carry on building on your improvements and raise the standards of your writing even further. We have also asked them to make sure you look carefully at the comments they have written in your books so that you know exactly what you have to do to improve and follow their advice carefully in all your work.

We know your teachers are eager to help you make these improvements and that you will help them.