

Inspection of Rose Hill Primary

Derby Road, Ipswich, Suffolk IP3 8DL

Inspection dates:	21 and 22 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The principal of this school is Georgina Bright. This school is part of Oxlip Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Shaun Common, and overseen by a board of trustees, chaired by Bob Wade.

What is it like to attend this school?

Warm and respectful relationships are aplenty at Rose Hill Primary. Staff care deeply for pupils and know them as individuals. Pupils are valued, listened to, and seen as individuals. They benefit from the many improvements the school has made. For example, pupils understand the school's expectations around behaviour and live up to these.

As a result of the improvements made across the school, pupils learn well. Staff expect pupils to work hard and try their best. Pupils listen carefully to adults and each other. While bullying can be reported, staff are swift in putting a stop to this. Pupils know they have an adult to speak with if they have a problem.

The school ensures pupils understand that everyone is different. Pupils learn in depth about people's different beliefs and backgrounds, helping them to treat everyone as individuals. Pupils learn to value the opportunities to make friends with those from other countries and backgrounds. Those who join the school part way through the year are welcomed with open arms by their soon-to-be friends.

Children in the Reception classes quickly learn the rules and routines. They delight in learning, while playing alongside their peers. Children understand the importance of sharing, turn taking and being kind.

What does the school do well and what does it need to do better?

Pupils receive a good quality of education. The school's curriculum is carefully designed to help pupils learn important knowledge as they move through the school. Staff benefit from high-quality training to ensure they teach the curriculum well. Teacher's subject knowledge is strong. They explain new concepts to pupils clearly and in a way they understand. At times pupils do not have sufficient opportunity to practice and apply their newly found knowledge. This means that in some subjects, pupils do not develop the depth of knowledge they could.

The published outcomes in 2024 are not indicative of the quality of education pupils receive in school now. In mathematics, for example, the youngest pupils are fully benefiting from the schools more rigorous and consistent approach to teaching mathematics. They develop strong foundations on which to build their new mathematical knowledge. Older pupils have gaps remaining in their mathematical knowledge. These are being addressed effectively. There are times, though, when pupils are not provided with the opportunity to explore some concepts to a more advanced level or in more depth.

Staff teach the school's phonics programme skilfully. Most pupils keep up and learn to read confidently and fluently. Those who find reading tricky are given effective extra support. Pupils who join the school speaking little or no English are very well supported. They quickly pick up more words and phrases and swiftly get to grips with phonics. As pupils become capable readers, they read books that they enjoy.

Pupils with special educational needs and/or disabilities (SEND) have their needs met well. Adults regularly check carefully what these pupils know and can do. This means that additional support is put in place to help pupils learn precisely what they need to learn. Teachers benefit from expert guidance from leaders to help them provide well for pupils with SEND.

Children in Reception learn in a caring and nurturing environment. Adults working with the youngest children are highly skilled. They know the needs of individual children. This means they provide activities to help children develop the knowledge, skills and attributes they need for the next step in their journey through school. Children in Reception become increasingly independent and resilient.

The school's extremely strong work to improve attendance is paying dividends. Pupils now attend regularly. Staff keep a close eye on attendance and act quickly if a pupil starts to miss too much school. They employ a range of strategies to halt any decline in attendance, helping pupils and families get attendance back on track.

The carefully considered personal development programme helps pupils develop their understanding beyond the academic curriculum. Pupils have an age-appropriate understanding of healthy relationships, through the school's effective relationships curriculum. They celebrate the differences between themselves and others. Along with a range of clubs, trips and visits, pupils raise money for a range of charities. These opportunities help pupils develop into responsible and active citizens.

The local governing body and the trust board are highly strategic in their work. They provide unwavering support for leaders. While this is the case, they do not shy away from asking probing questions of leaders to ensure the school continues to improve. Staff are proud to be part of the school. They are effectively supported by leaders because the well-being of adults is high on the agenda.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not provide pupils with opportunities to revise and apply their new learning consistently. This means that in some subjects, pupils do not develop the depth of knowledge they could. The school should ensure teachers understand how to design activities which help pupils to practise and apply their new learning, so they develop a deeper understanding in these subjects.
- Occasionally, learning activities in mathematics are not adapted carefully to ensure pupils can explore more detailed and complex knowledge. This means some pupils do

not achieve as well as they could. The school should ensure all teachers have sufficient expertise to assess and adjust lessons, so they are closely matched to the needs of their pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145540
Local authority	Suffolk
Inspection number	10336979
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	272
Appropriate authority	Board of trustees
Chair of trust	Bob Wade
CEO of the trust	Shaun Common
Principal	Georgina Bright
Website	www.rosehillprimary.net
Dates of previous inspection	21 and 22 June 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Oxlip Learning Partnership multi-academy trust. The trust was formed in September 2024 as a result of the merger of two other multi-academy trusts.
- The school does not currently make use of any alternative provision.
- A significant number of pupils join or leave the school outside of the usual times.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal, assistant principals, the inclusion leader, and a range of other school staff. Inspectors held meetings with members of the trust board and local governing board, including the chair of trustees. Meetings were also held with the chief executive officer and the director of primary improvement.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including, attendance records, pupil records, records of governing board meetings, school development plans and school self-evaluation documents.
- Inspectors considered the responses to the online survey for parents, Ofsted Parent View survey, and Ofsted's online staff survey.

Inspection team

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