

# Roseberry Primary School

## Inspection report

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|--------------------------------|----------------------------|
| <b>Unique Reference Number</b> | 135126                     |
| <b>Local authority</b>         | Stockton-on-Tees           |
| <b>Inspection number</b>       | 381809                     |
| <b>Inspection dates</b>        | 31 January–1 February 2012 |
| <b>Lead inspector</b>          | David Shearsmith           |

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

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| <b>Type of school</b>                      | Primary                                      |
| <b>School category</b>                     | Community                                    |
| <b>Age range of pupils</b>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 463  |
| <b>Appropriate authority</b>               | The governing body                           |
| <b>Chair</b>                               | William Walton                               |
| <b>Headteacher</b>                         | Maggie Fearnley                              |
| <b>Date of previous school inspection</b>  | 16 June 2009                                 |
| <b>School address</b>                      | Marsh House Avenue<br>Billingham<br>TS23 2HJ |
| <b>Telephone number</b>                    | 01642 360520                                 |
| <b>Fax number</b>                          | 01642 360503                                 |
| <b>Email address</b>                       | RoseberryPrimary@stockton.gov.uk             |

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|---------------------------|--------------------------------|
| <b>Age group</b>          | 3–11                           |
| <b>Inspection date(s)</b> | 31 January –1 February<br>2012 |
| <b>Inspection number</b>  | 381809                         |



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## Introduction

### Inspection team

David Shearsmith  
Jane Beckett  
Shirley Fall

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 34 lessons taught by 17 different teachers, including joint lesson observations with the headteacher and shorter visits to get an overview of the school's provision. Inspectors held meetings with representatives of the governing body, staff, pupils, parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 50 questionnaires returned by parents and carers as well as questionnaires from pupils and 19 staff.

## Information about the school

This school is much larger than the average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils at the first level of additional support (School Action) is below average. The proportion of pupils with special educational needs is average. These include pupils who have behavioural difficulties. There are no disabled pupils in the school. The school has achieved the International Intermediary Award and the Eco Award. The school meets the government's floor standard. The school's Nursery and Reception classes are part of an Early Years Foundation Stage unit.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

|                                       |          |
|---------------------------------------|----------|
| <b>Overall Effectiveness</b>          | <b>3</b> |
| <b>Achievement of pupils</b>          | <b>3</b> |
| <b>Quality of teaching</b>            | <b>3</b> |
| <b>Behaviour and safety of pupils</b> | <b>2</b> |
| <b>Leadership and management</b>      | <b>3</b> |

## Key Findings

- This is a satisfactory and improving school. The headteacher has initiated a range of strategies to improve it and is well supported by two assistant headteachers in moving the school forward.
- Achievement is satisfactory overall. In the Early Years Foundation Stage children make good progress from starting points which are below those expected for their age. In Key Stages 1 and 2, while the rate of progress is improving and leads to pupils attaining broadly average standards by the end of Year 6, it is inconsistent between year groups and is satisfactory overall. Pupils' weaker handwriting and spelling hamper progress in English.
- Teaching is satisfactory with an increasing proportion that is good. The school is taking action to strengthen the quality of teaching, but there is still some way to go before it is consistently good.
- The behaviour and safety of pupils are good. Pupils enjoy school and say that poor behaviour is uncommon and is usually dealt with well by their teachers. They have a thorough understanding of the new behaviour system. There are effective procedures to support the learning of the few pupils who occasionally misbehave.
- The headteacher and senior leaders provide strong leadership and know the school's strengths and weaknesses well. They have used performance management, pupil progress meetings and coaching using existing good practice, to improve the quality of teaching and target further improvement. Although the school has a programme of monitoring, there is a lack of focus on pupils' progress in the monitoring of lessons and analysis of work by leaders at all levels. Teachers also have not used tracking information effectively to ensure all groups make good progress. The governing body provides satisfactory support but does not sufficiently challenge the school about any underachievement.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Ensure pupils consistently make at least good progress across the school and hence raise attainment, particularly in English, by:
  - extending the sharing of existing good practice in teaching to ensure teaching is at least consistently good across the school
  - using the assessment for learning strategies the school has introduced to more effectively ensure that pupils make good progress in lessons
  - improving the use of time in lessons to improve appropriate pace and better progress
  - improving the level of challenge in lessons, to ensure it is consistently high
  - improve handwriting and spelling in order to improve pupils' productivity and progress in writing.
  
- Increase the consistency and effectiveness of all leaders by:
  - monitoring and evaluating pupils' progress rigorously through lesson observations and the scrutiny of pupils' work
  - ensuring teachers use tracking and target-setting information more effectively to promote progress in their lessons
  - strengthening the role of the governing body to hold the school more accountable for any underperformance.

## Main Report

### Achievement of pupils

Children's skills on entry to the Early Years Foundation Stage are below those expected for their age and particularly low in communication, language and literacy. A wide range of stimulating, engaging activities capture children's imagination and move their learning on quickly in most areas of their development. The provision outdoors is particularly good, developing their independence and their creative and physical skills well. Although they reach age-related expectations overall by the end of Reception, they still have weaknesses in their basic literacy skills.

Pupils make satisfactory progress in Key Stage 1. The school has a systematic approach to teaching reading and by the end of Year 2 most pupils' attainment in reading is average. There is a similar pattern of achievement in writing and mathematics with pupils making satisfactory progress to achieve broadly average attainment. Pupils continue to make satisfactory progress across Key Stage 2 to reach standards that are broadly average for their age, including in reading, by the time they leave school. However, observation of lessons, work in books and the school's data show a varying picture of progress across the school due to inconsistencies in teaching at both key stages. Where teachers use assessment information, including targets, effectively in lessons, pupils learn well and make good progress because work is well matched to their needs but this is not consistent enough to promote good progress in all lessons. In addition, where handwriting and spelling are weaker it hampers pupils' progress.

Pupils who are known to be eligible for free school meals broadly attain in line with similar pupils nationally in some year groups. Pupils with special educational needs, including those

with a statement of special educational needs, made good progress overall. Most parents and carers believe their children are making good progress. Inspection evidence is that progress across the school is inconsistent but an increasing number of pupils are now making good progress.

## **Quality of teaching**

Teaching is securely good in the Early Years Foundation Stage, where learning is exciting and with a range of focused activities that promote good progress in children's basic skills. It varies and is satisfactory overall in Years 1 to 6. In the best lessons, teachers explain clearly to pupils what they will learn and how they will know if they have been successful. These strategies, and others to assess learning, are used well in some lessons but not in others. Some teachers employ interactive whiteboard technology well to engage pupils and plan effective opportunities for pupils to learn through practical activities and investigations. In a good lesson in a Year 1 class, for example, pupils were motivated and engaged through the use of a video about Henry the eighth. The teacher had high expectations of what pupils needed to achieve, and as a result, pupils made good progress with their persuasive writing. Teachers and teaching assistants interact well with pupils to support them in their learning. In satisfactory lessons, time is not used well and challenge is not sufficient to ensure pupils make good progress. In these lessons, teachers do not sufficiently check pupils' understanding and so do not rectify misconceptions quickly enough. In addition, a number of teachers do not use assessment strategies in lessons well enough to ensure pupils achieve consistently well.

The impact of the planned curriculum is satisfactory. There are many activities which help pupils to see the links between subjects and to develop and apply important skills, including teamwork and writing. For example, teachers make effective use of work on topics such as George Stephenson, Hinduism and Egyptians, which develops pupils' imagination, writing, cultural awareness and research skills. Teachers are skilled at planning opportunities to develop pupils' spiritual, moral, social and cultural development. However, occasions to allow pupils to write at length are missed. Marking is done regularly and is well used to tell pupils how successful they have been in specific tasks and how to improve their work but they are not always given time to improve. Parents and carers were generally pleased with teaching although some commented on lack of progress in some classes. Inspectors also found some inconsistencies in pupils' progress.

## **Behaviour and safety of pupils**

Pupils enjoy school and are very polite. The vast majority of pupils behave well in lessons, around school and when at play. Good behaviour was evident in all lessons observed during the inspection. Inspectors talked to many pupils during playtimes and more formally in group discussions. Pupils say that the new behaviour strategies are used well. They respond well to these, which they helped to create, and this helps to successfully promote good behaviour. Scrutiny of behavioural records shows that this is the case over time. Although pupils' learning slows at times, behaviour does not disrupt the learning of pupils as they want to learn due to the way teachers engage and motivate them. Pupils' attendance is average but has improved significantly due to the school's good strategies for promoting attendance and punctuality.

Most parents and carers responding to the inspection questionnaire agree that overall, behaviour is good but a few expressed concerns about the way in which the school deals

with bullying. Pupils say that sometimes they have minor problems, more to do with 'friends falling out' rather than bullying. Although some felt bullying did occur, they said that instances were rare and dealt with well. Pupils feel safe and know that the teachers and other adults in school will help them if the need arises. Those pupils who attend the breakfast club enjoy their time in there and particularly the activities provided.

## **Leadership and management**

The headteacher, very ably supported by the two assistant headteachers, has an ambitious vision and a purposeful approach to driving school improvement. They have improved teaching and learning across the school; however, there are still some inconsistencies in pupils' progress in lessons. The sharing of good practice and targeted professional development has had a positive impact on school improvements. The school recognises that it needs to extend sharing of good practice, particularly in English. Monitoring and self-evaluation by senior leaders have identified the priorities for improvement, although these do not always sufficiently focus on improving pupils' progress. Careful self-evaluation ensures that the school has a clear understanding of its strengths and weaknesses. However, capacity to improve is only satisfactory as leaders have not had a sufficient focus on pupils' progress, either in their scrutiny of books or in lesson observations. Leadership responsibilities are distributed effectively to include all staff and they have a clear overview of teaching and a developing understanding of progress and attainment. The school has a clear commitment to ensuring all pupils make better progress. It has identified the need to change its system for tracking pupils' progress and so that staff can swiftly identify groups and individuals who need additional support to close any gaps in their learning. This is beginning to impact positively. Consequently, promotion of equality is satisfactory. Discrimination in any form is not tolerated and this contributes significantly to this harmonious community. Safeguarding procedures are good. The school has robust procedures in place to ensure that pupils are protected and safe.

The school has a range of effective partnerships, providing exciting opportunities for pupils to extend their learning. The governing body is supportive of the school but does not challenge sufficiently to hold the school more to account for any underperformance. The school has a good partnership with parents and carers and keeps them informed through regular newsletters, texting service and well-attended workshops to support pupils' learning. The curriculum is satisfactory overall, with many interesting activities to develop pupils' basic skills in subjects across the curriculum, although opportunities provided for them to write at length are limited. Well-planned enrichment activities, for instance when a 'pirate' arrived during the inspection, inspire pupils to learn. Other enrichment activities help to develop pupils' understanding of other faiths and cultures. Accordingly, pupils' spiritual, moral, social, and cultural development is good. This is further enhanced by the school's emphasis on developing pupils' interest in the local area to meet their needs more effectively.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 46  | 46   | 8            | 0          |
| Primary schools      | 8   | 47   | 40           | 5          |
| Secondary schools    | 14  | 38   | 40           | 8          |
| Special schools      | 28  | 48   | 20           | 4          |
| Pupil referral units | 15  | 50   | 29           | 5          |
| All schools          | 11  | 46   | 38           | 6          |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

|                            |   |
|----------------------------|---|
| Achievement:               | the progress and success of a pupil in their learning and development taking account of their attainment.   |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.  |
| Behaviour                  | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.   |
| Capacity to improve:       | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.                    |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.                            |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.  |
| Overall effectiveness:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.  |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety                     | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.             |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 February 2012

Dear Pupils

**Inspection of Roseberry Primary School, Billingham, TS23 2HJ**

Thank you for making us so welcome when we inspected your school. We particularly enjoyed your singing and talking to you about your school and your work.

These are some of the things the school does well:

- Your politeness and the care you show for one another.
- You behave well most of the time and feel safe.
- Your teachers look after you well and make your lessons fun.
- You told us that you look forward to coming to school because you like your teachers and the interesting things you do in school.
- Most of your parents and carers like the school and think you learn well.

You go to a satisfactory school with a number of strengths and your teachers have agreed that they can help your school to improve even more by:

- helping you make better progress, especially in English, by making sure that all your lessons have pace and challenge
- ensuring you improve your handwriting and spelling and use your targets for improvement more effectively so you make better progress in lessons
- making sure that all the information that teachers have about how well you are doing is used well to improve your progress
- making sure that all leaders ensure you are making good progress in your lessons and books.

You can help by continuing to do your best. I wish you every success in the future.

Yours sincerely

David Shearsmith  
Lead inspector

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