

Roscoe Primary School

Inspection report

Unique Reference Number	135595
Local Authority	Liverpool
Inspection number	362700
Inspection dates	28–29 March 2011
Reporting inspector	Margot D'Arcy

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Mr Charles Breen
Headteacher	Mrs Amanda Anders
Date of previous school inspection	30 June 2009
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Introduction

When Roscoe Primary School was last inspected in July 2009, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Subsequently, the school received four monitoring inspections. This inspection was carried out at no notice by two additional inspectors. Inspectors visited 11 lessons and observed 10 teachers. They held meetings with a small group of parents and carers, groups of pupils, members of the governing body, staff and the School Improvement Partner. Inspectors observed the school's work and looked at a wide range of documentation provided by the school, including records of pupils' attainment and progress, pupils' work, monitoring reports and the school's self-evaluation.

The inspection team reviewed most aspects of the school's work. Inspectors looked in detail at a number of key areas.

- Pupils' current attainment and progress in English and mathematics.
- The quality of teaching and how consistent this is in promoting good learning and progress for all groups of pupils.
- How effectively the curriculum meets pupils' needs and engages their interest.
- The effectiveness of the Early Years Foundation Stage.
- The capacity of the school's leaders and managers to sustain the school's improvement.

Information about the school

This is a larger than averaged sized primary school. The majority of pupils are White British. The proportion of pupils from minority ethnic backgrounds is below average. A very small minority of pupils speak English as an additional language; very few are at an early stage of English language acquisition. The proportion of pupils with special educational needs and/or disabilities is above average and the proportion of pupils known to be eligible for free school meals is well above average.

The school has undergone a significant staff reduction process since its last inspection. The deputy headteacher returned from maternity leave in January 2011 and took over the leadership and management of the Early Years Foundation Stage. Most Nursery children attend part time but the school offers flexible provision and a very small minority attends full time.

There are privately run breakfast and after-school clubs, which were not part of this inspection. A separate inspection report for this provision is available on the Ofsted website.

The school has gained the Activemark, the Diana Memorial Award for its work on anti-bullying and the Woodland Trust Bronze award.

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

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school provides a satisfactory education for its pupils and some aspects of its work are good. The headteacher's resolute determination to drive forward improvements, frequently in the face of significant staffing challenges, has been particularly noteworthy. Working very effectively with a well-informed and committed governing body, she has established a strong leadership team whose focus is unwaveringly on school improvement.

Improving the quality of teaching to raise attainment and promote better learning and progress for all pupils continues to be high on the school's improvement agenda. The overall quality of teaching is now satisfactory and improving, but inconsistent across the school. In about half of the year groups in Key Stages 1 and 2, good and outstanding quality teaching is the norm; the remainder is satisfactory. Thus, while the accelerated progress needed to raise attainment further is very evident in some classes, this is not the case in classes where the quality of teaching and learning is mostly satisfactory rather than good.

Pupils' achievement is satisfactory. Attainment by the end of Year 6 is broadly average in English and mathematics, but the attainment of pupils in other year groups varies in relation to what is expected for their ages. Although attainment is rising, it remains below age-related expectations in a number of year groups, reflecting the legacy of underachievement. The overwhelming majority of pupils make satisfactory progress and some groups, such as those with special educational needs and/or disabilities, make good progress.

The overall effectiveness of the Early Years Foundation Stage is satisfactory. However, while there have been improvements, the provision is not yet effective enough to ensure that the children, most of whom enter the Nursery with low skills for their age, receive the good start they need to learn and achieve well.

The school has made a good start on developing its curriculum to meet pupils' needs. Although good improvement has occurred and the curriculum is satisfactory, the school recognises that more work is needed so that it consistently engages pupils' interests and contributes more effectively to raising attainment; for instance to ensure that key skills, such as literacy, numeracy, and information and communication technology (ICT) are continuously promoted in all subjects. The impact of the strengths in the school's curriculum to promote pupils' well-being, its partnership links and good care, guidance and support of pupils is evident in pupils' good behaviour, their good contribution to the school and local community, and their good spiritual, moral, social and cultural development.

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School self-evaluation is good. The rigour and astuteness of leaders' and managers' monitoring of the school's work, and governors' sharp and perceptive challenge and support, has ensured clear and accurate identification of strengths and weaknesses and good prioritisation of action to secure improvement. This strong leadership team, with support, as necessary, from the local authority, has worked very effectively to bring the school out of special measures. Moreover, in addition to addressing all of the last inspection's recommendations for improvement, other areas of the school's work have also improved. This reflects that the school has good capacity for sustained improvement.

Up to 40% of the 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?

- Raise pupils' attainment and improve their learning and progress further, especially in English and mathematics by:
 - sustaining the focus on improving the consistency of teaching quality so that in the vast majority of lessons teaching is good or better
 - sustaining the focus on curriculum development so that it successfully engages pupils' interests, raises their aspirations and equips them well for the future, particularly in acquiring the key skills of oracy, literacy, numeracy and ICT
 - ensuring that teachers across the school provide pupils with a good role model for spoken language.
- Further improve the Early Years Foundation Stage by:
 - ensuring that the quality of teaching in all contexts is consistently good or better
 - ensuring that the teaching of early reading skills is given a high profile, particularly the organisation for and teaching of letters and sounds
 - ensuring that children's speaking and listening skills are continuously promoted
 - ensuring that the provision for pupils who are at an early stage of learning to speak English consistently matches their needs, enabling them to learn English effectively and engage fully in the range of activities provided
 - actively promoting more involvement of children's parents and carers in the everyday life of the unit.

Outcomes for individuals and groups of pupils

3

Pupils are very clear that they enjoy school and the work they undertake in lessons. Across Key Stages 1 and 2, boys and girls cite writing, reading, mathematics and science as favourite lessons just as often as subjects such as games and art. In many lessons there is no doubt that pupils are enjoying their work and are now achieving better. They listen and participate particularly well when lessons capture their interest and include a good balance of pupil involvement, such as discussion, practical work and recording. In a Year 5 history lesson, pupils were captivated when their teacher appeared in a white coat and stethoscope and provided a dramatic explanation of the Great Plague of London and the Black Death. They were enthralled at the range of historical remedies and cures and

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made good progress while discussing these with a partner before making thoughtful contributions to the class and recording in writing what they had learned. In Year 2, all pupils learned how to solve number problems involving money because the teacher matched the work very well to their needs. In this lesson, the more-able pupils demonstrated their understanding of strategies, such as partitioning, while lower attainers made effective use of a number line to add two amounts.

The 2010 Key Stage 2 test results in English and mathematics reflected significant improvement, rising from well-below average in 2009 to average. The proportion of pupils attaining the higher levels in these subjects was also broadly average. Although current attainment in Year 6 is not quite as high, it is broadly average and pupils in this year group have made good progress in the last two years. Some good improvements were evident in the writing and mathematics assessments of Year 2 pupils in 2010, where standards in both areas rose to broadly average. Standards in reading fell but have improved this year. While current attainment at the end of Year 2 is below average, pupils' progress is accelerating and they are making up the gaps in their previous learning. Across the school, pupils' writing frequently reflects the lack of correctness in their speech and pronunciation.

Pupils with special educational needs and/or disabilities make good progress. They receive good support in lessons from teachers and support staff and benefit from good quality intervention programmes to improve their literacy and numeracy skills. The very small number of pupils who are learning to speak English as an additional language learn and progress satisfactorily.

Pupils' attendance is average. Pupils are sociable and helpful to adults and each other. They behave well and say that they feel safe in school. Pupils make a good contribution to school life, taking on a range of responsibilities and showing concern for others. In particular, the 'solving squad' of pupils in Years 5 and 6 are successful peer advocates and the school council's links with a nearby multi-ethnic school has raised pupils' awareness of different school communities and their understanding of the value of diversity. Some Key Stage 2 pupils who recently wrote letters to the troops in Afghanistan have learned from the soldiers' responses how significantly this helped to raise morale.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Just over half the teaching observed during the inspection was good. Typically, in these lessons, teachers' subject knowledge is strong, enabling pupils to learn key subject-specific vocabulary and skills. At the same time, skilful teachers miss no opportunity to reinforce essential literacy and numeracy skills and promote good speaking and listening skills. In a Year 4 geography lesson, for instance, pupils comparing and contrasting two places in the United Kingdom learned the meaning of the terms rural, urban and landlocked, and consolidated skills in reading for information and understanding relative size of populations. The teacher's high expectations of pupils included close listening skills, correct use of grammar and use of complete sentences when commenting and answering questions. In the most effective lessons the content is stimulating, the pace brisk and organisation thorough to ensure a balance of methods and good pupil participation. Where teaching is satisfactory and does not promote accelerated progress, pupils spend too much time listening to teachers, work is not always challenging enough, especially for the more able, and there are missed opportunities to promote key skills.

All teachers make effective use of ICT as a teaching resource, but their knowledge of how to teach ICT to promote good skill development in this subject is less well developed. Teachers work hard and successfully at fostering good relationships with pupils, using humour very effectively in this. In their efforts to do this, however, some teachers' use of grammar and correct Standard English slips. This does not provide pupils with the good

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model of spoken language they need to support the development of good speaking and writing skills. Marking is good overall and provides pupils with useful information about what they have done well and how they can improve.

Work to ensure a curriculum tailored to the needs of Roscoe pupils is developing their enthusiasm for learning, raising their aspirations and enabling them to develop the expected knowledge, skills and understanding for life – is ongoing. Pupils' views on the extra-curricular activities, visits, visitors and the interesting themes and topics experienced so far are highly positive. The current theme on British life and culture and a previous topic on the United Nations have had a particularly good impact on enhancing pupils' cultural development.

The school takes good care of pupils. It is vigilant in identifying vulnerable pupils and is frequently involved in working with pupils' families to ensure their well-being. Support is carefully tailored to pupils' needs, with specific and combined programmes, for example, to promote pupils' learning, behaviour, emotional well-being and attendance. This support is well thought out, targeted effectively, and in many cases, results in notable success. The school's strong partnerships with outside agencies make a considerable contribution to its work and pupils' well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Throughout the time that the school has been in special measures the headteacher and the strong leadership team have remained staunchly focused on improvement. During much of this time, the headteacher has also dealt admirably with significant additional challenges and confrontations. Her calm and determined manner and rigorous approach have been unshakable and have been pivotal in keeping the school improvement agenda on track. The governing body, too, has made a significant contribution. Its members' understanding of their role in supporting the school through effective and appropriate challenge has been greatly enhanced by the expertise of three additional governors seconded to the governing body. Governors know the right questions to ask about pupils' achievement and school provision and are an effective part of the school's leadership team. They are now well prepared to maintain this key role during the phased withdrawal of the additional expertise.

Together with the headteacher, the deputy headteacher and the two assistant headteachers are successfully involved in monitoring the school's work and improving the quality of teaching. Each of these individuals has responsibility for key areas of development and, relative to the time they have held these positions, have contributed

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well to the school's improvement. Subject leaders for English and mathematics monitor pupils' work and, as they are excellent teaching role models, are well placed to support improvements to teaching through the school's co-coaching system.

The school promotes equality of opportunity and tackles discrimination satisfactorily. Its systems for analysing data are becoming more sophisticated and useful in enabling the school to direct intervention, set challenging targets, and compare the achievement of specific groups. The school does not tolerate discrimination and is working hard to educate pupils to understand and counteract the discrimination they sometimes experience in their lives outside school. Overall, the school engages well with parents and carers, but there is scope to encourage greater involvement of the parents and carers of children in the Early Years Foundation Stage in their children's education.

The school has good safeguarding procedures. Staff and governors have comprehensive awareness of safeguarding and child protection issues through regular training. Documentation is of a high standard, for example, risk assessments are wide ranging and detailed.

The school has conducted a thorough audit of its community and has a clear plan for promoting and evaluating community cohesion in the school, locality and wider world. The priority has been to develop cohesion within the school and local community and success here has been good. Development in relation to the wider, international community is less well developed. The school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The children make satisfactory progress across the different areas of learning. Staff are caring and this helps the children to settle in well and feel safe. A wide range of resources,

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inside and outdoors, enables the children to explore and learn new things. The 'wild woods' is a particularly valuable resource and is used well, for example to help the children learn about growing and discover living things, such as insects, frogs and birds. The children thoroughly enjoy opportunities to find things out first hand and take pleasure in reliving previous experiences through their 'floor books', which include photographs, pieces of their work and their thoughts, as scribed by the staff.

Recent changes to the leadership and management of the Early Years Foundation Stage have underpinned improvements in a number of areas. The organisation of continuous provision and the strategies for assessing children are improving. The overall quality of teaching has improved to satisfactory. However, there are still too many occasions when the learning potential of activities, both planned and those chosen by children, are not capitalised upon well enough by staff. For example, children were unable to understand parts of a big book that mentioned different exotic fruits because, although the teacher had brought the exotic fruits in to the classroom, the children had not been given any opportunity to explore these before being introduced to the text. This led to some children being confused, for example, thinking that the teacher was telling them an elephant was a mango. The teaching of early reading skills, including letters and sounds, is not always organised effectively enough to guarantee at least satisfactory learning for all children. The provision for children at an early stage of learning to speak English is satisfactory but is not always matched well enough to their needs. Adults do not always ensure that every opportunity is taken to include the children in the activities provided and this slows their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Questionnaires for parents and carers are not normally distributed by Ofsted for special measures monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. The small number of parents and carers that spoke to an inspector during the inspection were very positive about the school and were in no doubt that many improvements had occurred. A recent school canvas of the views of parents and carers also reflected a very positive picture.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



30 March 2011

Dear Pupils

Inspection of Roscoe Primary School, Merseyside, L13 9AD

Thank you for being so friendly and helpful to me each time I have visited your school and for chatting so openly to me and all the inspectors that I have brought with me. I am very happy to inform you that on this visit the inspection team decided that your school no longer requires special measures because it is now providing you with a satisfactory education. We agreed with your headteacher and the other leaders and managers that some things still need to be better, but also judged that some aspects of your school are good.

We have asked your school to continue their hard work in raising your standards of attainment, especially in speaking, listening, reading, writing and mathematics. We want them to ensure that all your lessons provide you with good quality, enjoyable, learning experiences, not only in English and mathematics but also across the curriculum. In addition, we have asked your school to continue the work it has started on improving the learning of the children in the Nursery and Reception classes.

The inspectors were very impressed with your good behaviour, your understanding of how to keep safe and the way in which you willingly take on responsibilities, help each other and people in the world who are living through difficult situations. Your school also works very hard and successfully to take care of you and ensure you are safe. The inspectors had no doubt that your school is led and managed well by your headteacher, other managers and the governors. They have worked very hard to make things better for you and you, too, have played your part in helping your school to improve. It is very important now that you keep working hard to make Roscoe the very best school it can be.

Yours sincerely

Margot d'Arcy

Lead inspector

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