

Roseacre Primary School

Inspection report

Unique Reference Number	119349
Local Authority	Blackpool
Inspection number	363898
Inspection dates	16–17 May 2011
Reporting inspector	Robert Pye

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	622
Appropriate authority	The governing body
Chair	Mrs Alana Frith
Headteacher	Miss Sandra Gillibrand
Date of previous school inspection	22 November 2007
School address	Stonycroft Avenue Blackpool Lancashire FY4 2PF
Telephone number	01253 319000
Fax number	01253 319001
Email address	sandra.gillibrand@roseacre.blackpool.sch.uk

Age group	4–11
Inspection dates	16–17 May 2011
Inspection number	363898

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. They observed 32 lessons and each of the 22 teachers was seen at least once in their classrooms. They held meetings with pupils, parents and carers, staff, and members of the governing body. They observed the school's work and looked at school improvement planning, internal and external progress monitoring documentation, pupils' workbooks and also child protection and safeguarding policies. Inspectors analysed 241 questionnaires returned by parents and carers, 264 completed by pupils in Key Stage 2 and 35 returned by staff.

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

- How well all pupils and especially boys progress in their writing.
- The extent to which pupils with special educational needs and/or disabilities are making progress.
- How well leadership and management at all levels are accelerating learning at Key Stage 1.

Information about the school

Roseacre is much larger than the average primary school. The vast majority of pupils are from White British backgrounds. A below average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is well below average. The school has a number of external awards, including Healthy Schools status, Silver Flag Eco School Award, Activemark, Basic Skills Quality Mark, Artsmark and Investors in People.

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?

2

The school's capacity for sustained improvement

2

Main findings

Roseacre Primary is a good school. Leaders and managers provide a strong steer in promoting pupils' enjoyment of learning, and place pupils' all round development at the heart of the school. As a result pupils' achievement is outstanding. The governing body makes an outstanding contribution to the school and, along with the staff, are fully committed to enriching the pupils' experiences and share leaders' ambitions to continuously improve provision.

Central to the school's success is the caring and supportive environment in which all pupils feel valued as individuals and secure in their abilities and skills. Pupils receive good care, guidance and support and feel safe. Children enter the Reception class with skills that are broadly as expected for their age and make good progress through the Early Years Foundation Stage. The very large majority of pupils make good progress throughout the school and attain consistently high academic standards by the time they leave Year 6. This is because teaching overall is good, with some being outstanding. Progress in writing, for boys and girls, is not as strong as in reading and mathematics. The very small minority of pupils with special educational needs and/or disabilities make satisfactory and rapidly improving progress, particularly in reading and mathematics. In the most effective lessons, activities build on what pupils know already, stretch their thinking and enable them to learn at a good pace. However, in a small minority of lessons, pupils' progress slows because teaching does not take into account the different rates of learning, or the pace of the lesson is too slow and pupils do not begin their individual and group assignments quickly enough.

The curriculum provides varied opportunities for enrichment; creative and personal development both within the curriculum and in the after-school clubs and activities greatly enhance pupils' experience and all round development. Pupils' desire to succeed, their cooperative approach in lessons and the pride they take in their work are also key factors. All groups of pupils grow in confidence, are happy and healthy. They have good social skills and a keen sense of right and wrong. These aspects are enhanced by their good spiritual development and knowledge and understanding of the world beyond school. These well developed personal skills, together with high academic attainment mean that pupils are well prepared for secondary education and well placed to achieve their ambitions and aspirations.

Pupils want to come to school and are enthusiastic about what it offers. As well as the good guidance and support by staff, the pupils themselves make a good contribution to their school community. They are proud of their work and keen to help and support others in the school. They are excellent ambassadors for their school, being extremely articulate and welcoming to visitors and displaying good behaviour around the school and in the classrooms.

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

Self-evaluation is accurate and effective. Leaders' and managers' engagement in evaluating the work of teachers has been instrumental in sustaining the overall high attainment of pupils, raising standards at Key Stage 1 and the rapidly improving progress of pupils with special educational needs and/or disabilities. The school is proud of its leadership development and rightly identifies more rigorous monitoring of new initiatives as a requirement to further improvement. The school provides good value for money and has a good capacity for sustained improvement. Parents pay tribute to what the school does for their children through comments such as, 'My child loves school and enjoys learning whilst still having fun.'

What does the school need to do to improve further?

- Improve pupils' progress, including those with special educational needs and/or disabilities and especially in writing by:
 - ensuring that work set in all lessons always matches pupils' needs
 - ensuring that the pace of all lessons is quick enough to make maximum use of the time available
 - ensuring that marking consistently informs pupils how to improve their work and includes reference to their targets.
- Improve the quality of leadership and management by ensuring that initiatives aimed at raising attainment further are consistently applied throughout the school through more rigorous monitoring and evaluation of information gathered.

Outcomes for individuals and groups of pupils

2

Pupils are enthusiastic learners. They get on well with each other in lessons and enjoy the activities. For example, Year 6 pupils undertook excellent work based on the artist Andy Goldsworthy. They worked collaboratively and were delighted at each other's success, producing work of high quality. In an outstanding Year 3 lesson, following the use of the interactive whiteboard, pupils worked in pairs to act as extra learning resources for each other. As a result they learnt how to give good advice to help improve their quality of life. Pupils behave well and are a credit to their families and to the school.

School data and inspection evidence shows that attainment in Year 6 continues to be high. This reflects good progress for most children from their starting points. The very small minority of pupils with special educational needs and/or disabilities make satisfactory, but rapidly improving progress as improvements to the provision for these pupils takes effect. Key Stage 1 attainment has improved in reading, writing and mathematics. Writing overall is relatively less developed than other areas, although initiatives to include writing across the wider curriculum are showing positive impact.

Pupils say they feel safe and that adults are always there if they need them. Their contribution to the school community and beyond is good, with the school council and school ambassadors making a good contribution to the lives of their peers both within school and in the wider community. For example, pupils joined forces with the local council to redesign a local playground. Pupils in all classes take their charity fund-raising very seriously indeed. They talk accurately and confidently about how to lead a healthy lifestyle. Attendance has risen to above average and pupils are punctual to school.

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

Spiritual, moral, social and cultural development is good and pupils have a keen understanding of cultures and religions which are different to their own. Their participation in a wide range of singing events such as 'Schools Alive' choir enables them to feel a sense of communal joy.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	2
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?

In the best lessons, teachers have high expectations of what their pupils can do and the more-able pupils are challenged realistically to aim exceedingly high. Questioning is skilfully managed and lessons move along at a brisk pace. Information and communication technology (ICT) is used effectively to support learning. In all lessons, there is generally good support from teaching assistants to extend pupils' learning. There are examples of good quality marking and use of individual pupil targets across school but this is not always consistent and therefore some pupils are not always clear about their next steps in learning. In some lessons activities are not always matched to pupils' needs, particularly those to accelerate progress in writing.

The curriculum makes a good contribution to pupils' personal and academic development. Recent developments including the use of four 'drivers' have been introduced to further challenge the pupils. For example, pupils have recently visited Blackpool University to help promote their aspirations. When asked where a Year 5 pupil was going when he left school, he replied, 'Secondary school, college and then university.' Increasing

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

opportunities provided to reinforce literacy and numeracy in a range of subjects contribute to pupils' high attainment. Pupils' understanding of the environment and how it may be protected is fostered well by the school's emphasis on Eco work and the school garden is used extensively as a tool for learning. A wide range of enrichment and extra-curricular activities includes visits and visitors. Pupils speak positively of the variety of after-school clubs, which they attend in large numbers. Parents make very positive comments about the school's imaginative use of themed days and weeks such as Egyptian Day and Aspiration Week.

Pastoral care for pupils is at the forefront of all staff, including the good team of teaching assistants. They are concerned to ensure that individual pupils can access everything the school has to offer; indeed, pupils are proactively involved in supporting their classmates and younger pupils, to make sure that everyone has the opportunity to take part in as many school activities as possible. Induction and transition procedures are regarded highly by pupils, parents and carers and the school's well developed partnerships with the local cluster of schools ensure that those in Year 6 are fully prepared for entry into secondary education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior leadership team are fully committed to the continuous development of provision. They are able to accurately identify the schools strengths and areas for development. However, this is a large school and the information gathered in some cases lacks the analysis required to improve further. The school has invested in future leaders to enable more detailed monitoring of initiatives. Staff share their ambitions and have worked hard to improve aspects of the school's work and sustain the overall good outcomes achieved by pupils. Parents have a high level of confidence in school leaders. The governing body is outstanding in its contribution to the work and direction of the school, robustly challenging the school towards further improvement. Safeguarding procedures are good and the school adopts good practice across all areas of the school. Appropriate checks are carried out on all staff and visitors and training in safeguarding and child protection procedures is of good quality. Risk assessments and policies reflect the school's drive to give children a secure environment.

There are well-established links with a variety of external partners. The senior leadership team is fully engaged in promoting leadership development in the wider area. The school works effectively with outside agencies to provide support for pupils whose circumstances make them vulnerable. Community cohesion is good. The school's strong links with

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

community groups, the parish church, local schools and higher education establishments enrich the experiences of pupils further. There is a good commitment to ensure equality of opportunity for all pupils. Effective action to boost the progress of pupils with special educational needs and/or disabilities is having a positive impact particularly in accelerating their progress in reading and mathematics. The school is a harmonious and happy place where pupils feel safe, secure and valued as individuals.

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	1
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

As a result of good teaching and a team of support staff that promotes learning and development the children make good progress throughout the year in most areas of learning. Their personal, social and emotional development is a strength. Children form good relationships with adults and with each other. Consequently, they play and share happily together in the role-play areas indoors and are more than willing to show their work to visitors. The outstanding provision allows children to be creative in their learning and they often take the lead in choosing games and activities. Their writing and numeracy are developing well and recent initiatives aimed at improving the boys writing are having a positive impact. Children have many opportunities to select their own games and the vibrant and exciting atmosphere reflects the trust and confidence they have in the adults who work with them.

Leadership and management are good, teamwork is of the essence. Continuous monitoring of children's progress leads to an accurate evaluation of their performance. Staff promote the welfare and safety of each individual within the setting very well. Parents and carers are involved in the children's work, which allows them to play a part in supporting their children's learning. They speak positively of the setting.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all parents and carers who returned questionnaires expressed the view that their children enjoy school and that the school keeps them safe. In addition, a very large majority is entirely happy with their children's experiences at the school, that it meets their particular needs and that teachers inform home of how well children are doing. As some parents and carers comment, 'My child just loves coming to school and really enjoys himself.' A very small minority is of the opinion that the school does not deal effectively with unacceptable behaviour. Inspectors found no evidence to endorse this view and found that during the inspection pupils' conduct and behaviour in lessons and around school were good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Roseacre Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 241 completed questionnaires by the end of the on-site inspection. In total, there are 622 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	149	62	87	36	4	2	1	0
The school keeps my child safe	150	62	88	37	2	1	1	0
My school informs me about my child's progress	90	37	129	54	16	7	1	0
My child is making enough progress at this school	124	51	103	43	12	5	1	0
The teaching is good at this school	145	60	93	39	3	1	0	0
The school helps me to support my child's learning	113	47	108	45	14	6	1	0
The school helps my child to have a healthy lifestyle	111	46	124	51	4	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	115	48	119	49	1	0	0	0
The school meets my child's particular needs	115	48	115	48	7	3	1	0
The school deals effectively with unacceptable behaviour	94	39	124	51	12	5	3	1
The school takes account of my suggestions and concerns	84	35	130	54	16	7	2	1
The school is led and managed effectively	112	46	119	49	6	2	2	1
Overall, I am happy with my child's experience at this school	143	59	90	37	2	1	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



20 May 2011

Dear Pupils

Inspection of Roseacre Primary School, Blackpool, FY4 2PF

Thank you all for your warm welcome when the inspection team visited your school recently. You were very polite and kind to us. We are particularly grateful to those of you who came to talk to some of us on Monday and Tuesday. We really enjoyed the art work on display and the way you confidently used ICT within the lessons.

Roseacre is a good school. You are so right to be proud of it. You are making good progress in your lessons and most of you really enjoy learning. By the time you leave school at the end of Year 6 the standards that you reach are high. You do particularly well in reading and mathematics but your progress in writing lags a little behind. All the grown-ups who work with you care for and look after you well. You look after younger children very well too and you accept such a wide range of responsibilities to help run the school. Your behaviour is good and you are not afraid to give visitors advice on how to eat healthily and why it is important to keep fit. Your attendance has improved and is above average. You always arrive at school punctually in the morning.

Your headteacher and all the other staff are very proud of you too and they are always looking for ways to make the school even better. I would like to help them with this so I have asked your teachers to help you improve even faster, particularly in writing by giving you clearer next steps when marking your books. In some lessons I have asked the teachers to make sure you start work on your group or individual activities more quickly and that they plan work which really suits you. I have also asked the leaders and managers to check even more on how well new initiatives are helping you to do even better.

Thank you again for your kindness to us. Please keep working hard and looking after each other.

Yours sincerely

Robert Pye

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.