

Roscoe Primary School

Alison Road, Liverpool, Merseyside, L13 9AD

Inspection dates 11–12 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils enjoy coming to this school and thrive within its caring environment. They develop confidence and a love of learning, which prepares them well for the future.
- Achievement throughout the school has improved since the last inspection. Most pupils make good progress in reading, writing and mathematics and reach the levels expected for their age by the end of Year 6.
- Children in the Early Years Foundation Stage get off to a good start, and are excited as they talk about what they are learning.
- Teaching is good. Teachers have excellent relationships with pupils and encourage them to do as well as they can. Teaching assistants provide valuable support for pupils.
- Pupils feel safe and looked after well. They are proud of their school and behave considerately towards each other and adults. Their spiritual, moral, social and cultural development is good.
- The curriculum is well planned. The use of information and communication technology is at the heart of pupils' learning and helps them develop a broad range of skills.
- The headteacher provides strong leadership. Her vision and determination are shared by other senior leaders and they have taken highly effective action to improve teaching and achievement. All staff are equally ambitious for the school.
- Governors know the school well and have helped to drive improvement through their ongoing support and through the challenging questions they ask.

It is not yet an outstanding school because

- Teaching is not yet outstanding and the best practice seen is not consistent across the school.
- Teachers' marking does not always show precisely what pupils have achieved and what they need to do to improve further. Teachers' questions do not always give pupils the chance to explain and develop their ideas.
- The progress of pupils, particularly those who are more-able, is not yet outstanding in reading, writing and mathematics. This is because some of the work teachers give them does not challenge their thinking sufficiently.

Information about this inspection

- The inspectors observed teaching in 22 lessons, including two joint observations with the headteacher, and lessons in small support groups. Inspectors listened to pupils reading and observed the teaching of early reading skills. They also looked at examples of pupils' work, both in their books and on 'I-pads', to obtain a view of teaching and progress over time.
- Discussions took place with pupils, parents, the Chair of the Governing Body and two other governors, a representative from the local authority, senior leaders and other staff.
- Inspectors took account of 11 responses to the on-line questionnaire (Parent View), the school's analysis of the most recent parental and pupil surveys carried out by the school and 24 staff questionnaires.
- The inspectors looked at a range of documents, including data on pupils' progress across the school, the school's own view of its effectiveness and its development planning, records of the quality of teaching and learning, records relating to behaviour and attendance, and documentation in relation to safeguarding.

Inspection team

Christine Potter, Lead inspector

Additional Inspector

Mark Hilton

Additional Inspector

Clare Henderson

Additional Inspector

Full report

Information about this school

- This is a slightly larger than average sized primary school.
- The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average.
- Just over half the pupils in the school are eligible for the pupil premium, which is well above the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of educational needs is slightly above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast and after-school club.

What does the school need to do to improve further?

- Improve the quality of teaching, in order to further accelerate the progress of all pupils, particularly those who are more-able, in reading, writing and mathematics, by:
 - giving all pupils activities that are at just the right level for them, and that are sufficiently challenging, especially for more-able pupils
 - ensuring that teachers' marking always gives pupils clear guidance on precisely what they have achieved and what they need to do to improve their work, and that they always have opportunities to respond to this
 - making sure that all teachers ask pupils effective questions to check their understanding and which also give them the opportunity to explain their thinking and develop their ideas.

Inspection judgements

The achievement of pupils is good

- Most children start school in the Early Years Foundation Stage with skills well below those typically expected for their age, especially in language and communication. The caring approach of the adults helps them to settle quickly and they soon develop confidence. They enjoy exploring the range of lively resources, especially outdoors in the 'Wild Woods'. They make good progress and are well prepared for Year 1.
- Pupils continue to build on their learning and from their previous starting points make good progress throughout the school. Standards at the end of both Key Stages 1 and 2 have improved strongly since the last inspection, and most pupils reach the levels expected for their age in reading, writing and mathematics at the end both key stages. However, there remain some minor inconsistencies in pupils' progress between subjects and groups of pupils. In particular, although more-able pupils make good progress, not enough of them make progress which is better than this in order to reach levels above those expected for their age.
- Early reading skills are taught well. The youngest children love learning about letters and the sounds that they make through songs and rhymes. Achievement in reading is particularly strong, and older pupils are proud and excited as they tackle the classics such as 'Jane Eyre' and 'The Secret Garden'.
- Pupils apply their basic skills well in other subjects. They have opportunities to develop skills learnt in literacy lessons, such as writing newspaper reports about Viking invasions and well-structured information texts in science. Information and communication technology plays a significant role in pupils' learning. They use the internet highly effectively for independent research. Pupils in Year 6 incorporated audio and photographs into their 'e-books', while those in Year 5 created 'apps' to show other pupils how to find different kinds of averages in mathematics.
- Disabled pupils, those with special educational needs, and those who speak English as an additional language, receive well-planned support and, therefore, make progress which is good and sometimes outstanding, from their individual starting points.
- Pupil premium funding is used well to provide additional teaching and support, which ensures that eligible pupils now make better progress than other pupils from their individual starting points. Gaps between their attainment and that of other pupils are, therefore, closing. In 2012, those known to be eligible for free school meals reached levels approximately two terms behind those of other pupils in both English and mathematics.

The quality of teaching is good

- Good relationships and the use of praise to encourage pupils are a strong feature of all lessons. Teachers expect all pupils to give their best. They make it clear exactly what pupils are expected to learn, plan the different stages of the lessons carefully, and all pupils, including the very youngest, take part in assessing what they have learnt. During lessons, teachers use 'working walls', to which pupils refer as they work and which help them to make good progress.
- Pupils are challenged to use spoken language correctly. Children in the Reception class answered questions in whole sentences and joined them together using 'and', to make them more interesting. Pupils in Year 5 learnt how to ask for and give advice as if they were speaking on the telephone.
- Highly-skilled teaching assistants provide a range of support for particular pupils, to help them do better in specific aspects of their learning that they are finding difficult. They use a variety of different resources, which are tailored precisely to pupils' different needs.
- Teachers know pupils well. They know just how to get them interested in their learning through

real-life experiences. For example, Years 3 and 4 visited a pizza restaurant, which stimulated their writing and encouraged them to design, make and sell their own pizzas. However, some of the work teachers ask pupils to do on their own is not at exactly the right level. In particular, pupils who are more-able sometimes find the work too easy.

- Teachers often ask questions to check pupils' understanding at different stages of a lesson and to correct misconceptions. For example, in a Year 1 mathematics lesson pupils were asked to spot what was wrong with a particular bar chart. However, on some occasions, teachers' questioning does not so effectively check pupils' understanding nor gives them an opportunity to explain their thinking and develop their ideas. This means that they do not always make as much progress as they could.
- Work in pupils' books shows that they take pride in their work and present it carefully. Although some marking is helpful to pupils, sometimes it does not show them precisely what skills they have mastered, nor exactly what they need to do to improve their work. They do not always have opportunities to respond to written comments and use this advice in their next piece of work.

The behaviour and safety of pupils are good

- Pupils are very polite, welcoming and friendly. They care about each other and cooperate well, both in lessons and in their play. They respect others and are keen to help and to take responsibility.
- Pupils have good attitudes to learning. They say that teachers are 'very supportive' and 'help you learn in fun ways'. Most behaviour in lessons is good, but a few pupils occasionally become restless and there is some minor misbehaviour when the work planned for them is not at exactly the right level.
- Pupils feel safe and well cared for at school. They feel that behaviour is mostly good. There are very few incidents of bullying or racism, and these are always dealt with quickly and effectively. Pupils have a good understanding of different forms of bullying and how to keep themselves safe, particularly when using the internet and mobile phones. Parents agree that the safety of pupils is 'top of the list' at the school.
- Pupils enjoy coming to school. Attendance has improved and is now broadly average. The recently-appointed family support worker has already had a significant impact on the attendance and punctuality of particular pupils, through her involvement with, and support for, families who are experiencing difficulties. Pupils are enthusiastic about the rewards and trophies they receive if they attend school regularly and on time.
- Pupils love coming to the breakfast club. It provides a calm and purposeful start to the school day and has contributed to improvements in pupils' punctuality.

The leadership and management are good

- The ambition and determination of the headteacher, with the support of other senior leaders and the governing body, have successfully steered the school on a journey of continual improvement since the last inspection. Actions taken have secured rapid and sustained improvements to teaching and achievement.
- Senior leaders have very high expectations of all staff. They have worked effectively to eliminate weak teaching and have created an enthusiastic staff team, who are equally keen to do the best for all pupils. They are committed to preparing pupils for the future and raising their aspirations.
- Leaders are accurate and extremely honest in their judgements about the school. They plan appropriate actions to improve the school, regularly check how successful these are, and they address issues as they arise. They regularly check the quality of teaching and learning and

provide training and support for all staff, in order to improve their teaching. As a result, standards have risen since the last inspection.

- Leaders systematically track the progress of pupils through regular pupil progress meetings. They plan carefully for individual pupils and ensure that effective support is provided at an early stage for those who are risk of falling behind in their learning.
- The new curriculum, with its themed approach and emphasis on the use of information and communication technology, has been well planned to ensure that pupils make good progress in their basic skills, and also find their learning meaningful and interesting. Opportunities for pupils to reflect on their feelings and issues affecting the wider world contribute well to their good spiritual, moral, social and cultural development.
- Relationships with most parents are positive. They enjoy the regular coffee mornings where they can look at their children's work and the chance for fathers and grandfathers to take part in den building with the younger children. They particularly appreciate being able to see what their children are doing in school through the virtual learning environment, and the help they receive to support their children's learning.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- Senior leaders and governors ensure that equality of opportunity is promoted well and there is no discrimination of any kind within the school.
- The local authority has provided strong and well-focused support that has contributed to the school's improvement.
- **The governance of the school:**
 - Members of the governing body know the school well. They have provided good support for the headteacher and have worked to help drive the school's improvement since the last inspection. They have a good understanding of the quality of teaching and are kept well informed about the outcomes of performance management and decisions relating to increases in salaries for staff. The governors have received comprehensive training and understand what the school's performance data show. They ask challenging questions if they think pupils are not doing well enough. The governing body ensures that decisions about the use of the pupil premium funding improve outcomes for eligible pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135595
Local authority	Liverpool
Inspection number	400163

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Charles Breen
Headteacher	Amanda Anders
Date of previous school inspection	28 March 2011
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