

Roseberry Primary School

Marsh House Avenue, Billingham, Cleveland, TS23 2HJ

Inspection dates

1–2 October 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching over time has been too variable. As a result, past levels of pupil progress have not been consistently good enough. This has led to gaps in pupils' learning.
- Although pupils' basic skills in literacy and numeracy, from low starting points, are improving, work pupils are set does not always accurately match the level of challenge required to meet their individual learning needs, including for the most-able pupils.
- Teachers' marking does not always give pupils the opportunity to follow advice to improve their work.
- Pupils do not have sufficient opportunities to write longer pieces of work or write in other subjects across the curriculum.
- Overall, attendance remains below average.

The school has the following strengths

- Senior leaders and governors have ensured a strong focus on improving teaching and pupils' progress is accelerating.
- In 2013, the percentage of pupils in Year 6 making at least the expected progress exceeded the local authority average and those making better than expected progress also compared favourably.
- The headteacher and governing body have taken decisive action regarding staffing and standards are now rising.
- Children make good progress in the Early Years Foundation Stage.
- The school provides a wide range of good opportunities for pupils' spiritual, moral social and cultural development.
- Pupils behave well. They are polite, kind and courteous. They feel safe and secure.

Information about this inspection

- Inspectors observed 22 lessons, one of which was a joint observation with the headteacher. In addition, inspectors made a number of shorter visits to classrooms.
- Meetings were held with senior leaders, staff, members of the governing body and a representative of the local authority.
- Inspectors talked to pupils about their experiences in school and listened to groups of pupils read.
- Inspectors observed the school's work and looked at a range of documentation, including the school's checks on how well it is doing and improvement plans, behaviour and attendance logs and records relating to the management of staff performance and safeguarding documentation.
- Informal discussions took place with parents and account was taken of the 24 responses submitted by parents to the on-line questionnaire (Parent View). Inspectors also took account of the results of the school's own survey of parental views.
- Account was also taken of the 22 responses to the staff questionnaire.

Inspection team

Alan Sergison, Lead inspector

Additional Inspector

Mark Lovell

Additional Inspector

Lucie Stephenson

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The vast majority of pupils are of White British background.
- There have been a number of staffing changes since the last inspection. A new Early Years Foundation Stage coordinator and a new special educational needs coordinator have been appointed. Two newly qualified teaching staff have also joined the school.
- The proportion of pupils eligible for support from the pupil premium is above average. (The pupil premium provides additional funding for children known to be eligible for free school meals, children in local authority care and pupils from service families.)
- The proportion of pupils identified with special educational needs supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club for pupils.
- The school has achieved a number of awards including the Healthy School Award, Eco School Award and the International School Award.

What does the school need to do to improve further?

- Further improve the quality of teaching in order to raise standards and ensure all pupils make at least good progress by:
 - ensuring there is a more consistently accurate match between the level of challenge in pupils' work and their individual needs
 - ensuring that the quality of teacher questioning is as sharp as that seen in the most successful lessons, so that pupils' learning is probed and extended
 - refining the school's marking system so that the feedback to pupils is more concise and that pupils have enough time to respond to teachers' comments and questions
 - ensuring pupils have a range of opportunities to write at length and across a number of different subjects.
- Improve attendance by:
 - Fine-tuning strategies already in place to secure good attendance and working even more closely with individual families.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because not enough pupils have consistently made good progress throughout the school. School data and other inspection evidence confirm that rates of progress are swiftly accelerating and are now more consistent. However, for too many pupils, gaps in their knowledge, skills and understanding remain.
- Children enter the Early Years Foundation Stage with skills and abilities below those typically expected. Children are well supported to settle quickly to routines and benefit significantly from the interesting and stimulating experiences that are made available and the quality adult support. Evidence in lessons, through looking at their work and the confidence children display, confirms that they make good progress and are well prepared for the next stage in their learning as they enter Year 1.
- Pupils' progress across the school, historically, has been too variable and they have not made consistently good gains in their development of the basic skills in English and mathematics. School leaders have tackled these weaknesses effectively and pupils' attainment and progress is improving strongly. For example, in 2013, standards improved very significantly on previous years and were above national average. Scrutiny of pupils' work, lesson observations and talking to pupils also confirms this marked improvement. For example, these better levels of progress can also be seen in Years 4 and 5.
- There remain however, too few opportunities for pupils to write at length across a range of subjects and so to practice their developing basic skills. This limits the progress they are making.
- Disabled pupils and those who have special needs make similar progress to that of their peers relative to their differing starting points. The progress of the more-able pupils is also similar to others.
- In 2012, the progress made by pupils eligible for the pupil premium was below that of their peers. In English they were over three terms behind their peers and in mathematics they were over one term behind. However, the gap in their attainment is now closing rapidly because teaching is improving. This is exemplified by the very significant improvements in the last academic year's Year 6 pupils' performance when those eligible for the pupil premium performed better than their classmates.
- Pupils are well supported to develop a love of reading. The good teaching of phonics (the sounds that letters and groups of letters make) supports pupils to develop their basic reading skills well. Pupils are able to reflect on which types of books they prefer and to express a view about the work of different authors.

The quality of teaching

requires improvement

- A significant percentage of teaching observed during the inspection was good, but over time teaching has not been consistently strong enough to ensure that all pupils made good progress. Senior leaders are highly conscious of this and have successfully implemented robust processes to monitor teaching and improve its quality. As a result, the quality of teaching is now improving strongly.
- Weaknesses in teaching have led to gaps in pupils' learning. Teaching has not yet been at the consistently good level needed long enough to enable some pupils to make up for lost ground and achieve well. Inspection evidence from lesson observations and work in pupils' books confirms the clear improvements leaders have been working so hard for.
- In the most successful lessons, teachers' sharp use of questioning probes and extends pupils' learning and ensures lessons move at a brisk pace. For example, in a successful Year 5 literacy lesson, pupils were stimulated and enthused when challenged to choose an appropriate writing style in order to reflect on the thoughts and feelings of a cartoon character they were introduced

to. Precise use of teacher questioning moved pupils' learning forward quickly and challenged them to use their practised skills of using powerful verbs and adjectives to enhance their responses. The match of challenge to pupils' learning needs in this activity was also good.

- Not all teaching is as strong as this however and when the teacher questioning is not as incisive and well-timed, the pace of learning slows as does the rate of pupils' progress.
- In the more successful lessons, work is at an appropriate challenge level for pupils and meets their needs well and learning moves forward quickly. This is not always the case, and, when the match of work to needs is not as well focussed, on occasion, this leads to pupils' attention waning.
- Teachers are very conscientious in their marking and pupils' work is celebrated well. They give very detailed and extensive feedback to pupils. However, pupils are not always given time to respond to this support or engage in a meaningful dialogue with their teacher.
- Teaching assistants provide good support to teachers, working with groups and individual pupils to ensure that all pupils are being helped to make at least the expected progress relative to their starting points. This demonstrates the school's commitment to equal opportunities.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning and their behaviour are good. This is a view shared by the overwhelming majority of parents.
- Pupils stated that they felt happy and safe in school. In the words of one pupil, 'It is always fun, teachers support you and they help you to do your best.'
- Responses to the staff questionnaire and evidence from the inspection, confirms that pupils behave well throughout the school. Pupils are keen to learn, are courteous and work well together both in formal and unstructured situations.
- Pupils understand how to keep themselves safe in a range of situations, including e-safety when using computers.
- They respect one another and are sensitive to each other's needs. They are proud of their own and other pupils' achievements.
- They are aware of the different forms of bullying. They state that bullying is rare but they are confident that they have a number of adults to turn to for support and that any issues would be addressed.
- There is a calm and purposeful atmosphere in school and relationships between staff and pupils are very positive.
- The school is working hard and with success to improve attendance. Staff work well with hard to reach families, for example, and levels of attendance are rising. However, there remains more scope for even greater parental engagement as attendance is below average overall.

The leadership and management are good

- Leadership has been strengthened since the last inspection. A number of leaders are new to post and two new teaching staff have been appointed. Leaders at all levels express a clear determination to ensure that the school continues to improve. The leadership focus groups are seen as being inclusive and are undoubtedly securing the commitment and hard work of all staff to the improvement agenda. This programme of devolved leadership is having a very positive impact on standards and pupils' progress.
- The headteacher, well supported by governors, for example in securing high quality staffing appointments, has been very pro-active in ensuring a determined and successful focus on improving the quality of teaching. These improvements have led to more-consistent pupil progress. The vast majority of parents have very positive views about the school and feel that

their children are well supported.

- Senior leaders have acted decisively and taken difficult decisions in relation to staffing. This is been a significant catalyst for change. Any under-performance is robustly challenged.
- Leaders and managers track the individual progress of pupils carefully and thoroughly. Staff are held rigorously to account for the progress pupils make and this is supporting the rapid improvements in teaching.
- Performance-management procedures are well embedded. Staff have clear targets for improvement and also access to appropriate training and support to help them to improve. The monitoring of the quality of teaching is not reliant on just the headteacher, other leaders undertake this and this provides depth to the process. This is a strong factor in improving the quality of teaching.
- The school provides a broad and balanced curriculum which ensures that pupils are stimulated and well-motivated. Pupils also benefit from a range of visits and visitors to school and they have access to a good range of extra-curricular activities. Older pupils welcome the opportunity of a residential visit to an outdoor activity centre. This helps widen their knowledge of their wider surroundings and supports their strong spiritual, moral, social and cultural development well.
- Pupils in receipt of the pupil premium are benefiting from the range of strategies in place to support them and the achievement gap with other pupils was removed this year when they did better than their classmates.
- The primary school sports funding is being used appropriately to ensure that pupils experience a wide range of activities and to improve teachers' understanding of how to develop pupils' physical skills. This is well linked to the development of pupils' appreciation of what constitutes a healthy life-style. Action is planned to secure the sustainability of the programme. Governors are actively involved in this area, being familiar with the action plan details and supporting with transport to local competitions.
- The school works well in partnership with the local authority and receives good support. The recent joint collaborative review provides a good example of this support. It highlighted the success leaders have had in improving the quality of teaching and in increasing rates of pupil progress, a view shared by the inspection team.
- Statutory safeguarding requirements are met.
- **The governance of the school:**
 - New appointments and attendance at training have strengthened the governing body. Governors express a clear vision and passion to ensure that the school continues to improve. They know that central to this is the need to continue to improve the quality of teaching. They have worked with the headteacher to secure high quality new staffing appointments. They understand the school's performance and their roles and responsibilities. They support and challenge the school well and the success of this can be seen in the improvements in standards and accelerated pupil progress. They are aware of how pupil premium funding is used and the positive impact that this is having. They have supported the headteacher well to take difficult personnel decisions and ensure that staff performance is linked to salary progression. Governors are well aware of the previous inconsistencies in pupils' progress and are determined to improve levels of achievement further.

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	135126
Local authority	Stockton-on-Tees
Inspection number	425860

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	478
Appropriate authority	The governing body
Chair	William Walton
Headteacher	Maggie Fearnley
Date of previous school inspection	31 January 2012
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