

# Roseacre Primary Academy

Stonycroft Avenue, Blackpool, Lancashire, FY4 2PF

**Inspection dates** 15–16 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
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.

- Children start the Reception Year with skills that are just below those expected for their age. They make good progress and their skills are in line with expectations by the time they start Year 1.
- Pupils achieve well as they move through the school and attain standards that are above average in reading, writing and mathematics by the end of Year 6.
- Teaching is good and promotes pupils' good learning. Support staff are confident in their roles and work well with pupils with a range of abilities.
- Behaviour is good. Pupils feel safe and enjoy coming to school. They speak highly of their teachers.
- The new headteacher provides good leadership. The headteacher along with other senior leaders and governors have identified the correct priorities to further strengthen the school and are putting firm actions in place, which are having a positive impact. As a result, both teaching and achievement are improving strongly.

### It is not yet an outstanding school because

- Teachers do not always have a good enough understanding of pupils' progress and, as a result, the tasks they set for the most able pupils and those with special educational needs, do not always sufficiently promote their best achievement.
- Teachers' marking is variable in quality. Some teachers inform pupils very clearly about what it is they need to do next to improve their work, but not all. As a result, not all pupils have a clear enough understanding about their next steps for improvement.
- Although leaders of subjects and key stages keep a check on their areas of responsibility, they are not as effective as they could be in accelerating pupils' progress even further.

## Information about this inspection

- The inspectors observed 16 part lessons and also visited classrooms for short periods of time.
- Meetings were held with groups of pupils, senior leaders and teachers with responsibility for leading and managing subjects and key stages. A meeting was held with a group of governors and a representative from the local authority.
- Responses to 24 on-line questionnaires (Parent View) were taken into consideration during the inspection. The results from a school questionnaire completed by parents at an earlier date were also considered. In addition, inspectors spoke with parents on the second day of the inspection.
- The inspectors observed the school's work and looked at a number of documents including: the school's data showing pupils' current progress; documents relating to the school's own view of its performance; the school improvement plan; records relating to attendance; and documents relating to safeguarding.

## Inspection team

Pritiben Patel, Lead inspector	Additional Inspector
Sheryl Farnworth	Additional Inspector
Janet Keefe	Additional Inspector
Barbara Harrold	Additional Inspector

## Full report

### Information about this school

- This is a much larger than average-size primary school.
- Most pupils are of White British background. A small number are from mixed and other heritages.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for support through the pupil premium funding is below average. The pupil premium is additional funding given to schools by the government to support pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Roseacre Nursery is on the same site as the school. It is run independently and is subject to its own inspection.
- There is an Early Years Care Club on the school site, which provides care for pupils up to the age of seven between 7.30am till 8.40am. It is run independently and subject to its own inspection.
- The school runs and manages an after-school care club from 3.15pm till 5.45pm daily.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A new headteacher took up post in January 2014. She and other senior staff provide support for other schools.
- Roseacre converted to become an academy school in October 2012. When its predecessor school, Roseacre Primary was last inspected by Ofsted, it was judged to be good.

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

- Improve the quality of teaching from good to outstanding by ensuring that:
  - teachers' understanding of pupils' achievement is improved further so that they consistently set tasks which meet the different abilities of pupils
  - there is a consistent approach to the way that pupils' work is marked and how feedback is given, so that all pupils have a good understanding about what they need to do next to improve their work.
- Ensure leaders of subjects and key stages improve their effectiveness by keeping an even closer check on their areas of responsibility, taking appropriate action when needed and then measuring the impact of new initiatives, so that their contribution to improving pupils' achievement is strengthened further.

## Inspection judgements

### The achievement of pupils

is good

- Children start in the Reception class with skills that are just below those expected for their age. Due to good teaching and a carefully planned curriculum, which interests and excites children, more of them than nationally achieve a good level of development by the end of the Reception Year. This represents good progress from their starting points.
- A higher proportion of pupils than nationally achieved the expected standard in the Year 1 phonics (the sounds that letters make) test in 2013. Pupils' knowledge of and skills in using phonics have continued to improve this year due to the good opportunities pupils have to apply their knowledge of phonics to different reading materials.
- Attainment at the end of Year 2 is average in reading, writing and mathematics, representing good progress from their starting points. Attainment is above average in reading, writing and mathematics by the end of Year 6.
- The proportion of pupils making expected and above expected progress from their different starting points, in reading, writing and mathematics overall, is better than in schools nationally because pupils are taught well.
- Pupils' progress in reading, writing and mathematics is tracked on a termly basis and any individual or group not performing in line with expectations is identified and supported. As a result, equality of opportunity is promoted well because there are no significant gaps in the attainment of different groups.
- Leaders have identified that pupils eligible for support through the pupil premium, including those known to be eligible for free school meals, have been two terms behind in their attainment in reading, writing and mathematics in comparison to those pupils not eligible for this funding. Decisive action has been taken. Effective support is provided for these pupils to help them catch up in their learning. Additional staff have been employed to support pupils and, where necessary, their families, to mitigate any barriers they have to their learning. As a result, the gap in this group's attainment and other pupils in the school is noticeably closing. This group is making good progress overall.
- Parents say their children make good progress and inspection evidence corroborates this. Pupils who are disabled or have special educational needs are occasionally given the same activities to complete as their peers, which do not always meet their needs. However, overall, they make good progress because there is also much strong teaching and effective support for them. Those pupils from mixed heritage backgrounds, as well as other groups, also make good progress.
- The overall achievement of the most able pupils has required some improvement over time. In some lessons, the work set for them has been too easy. Both senior and subject leaders have identified this and action has been taken. There is a club for the most able writers, and reading books are more challenging. The most able pupils now visit the local secondary school to access challenging mathematics teaching, as well as being presented with more complex mathematical problems to solve in lessons. This is beginning to ensure that this group of pupils makes more consistently good progress.

### The quality of teaching

is good

- Parents say that teaching is good. Inspection evidence upholds this view, including teaching over time, which is evident in the quality of work in pupils' books. Good relationships between staff and pupils are a strong feature and impact very well on a positive classroom atmosphere. In a Key Stage 2 literacy lesson, pupils developed a good understanding of the characters in the book, *Kensuke's Kingdom* by Michael Morpurgo, because of highly skilled questioning. For example, the teacher asked, 'When does empathy turn to sympathy?' This required pupils to think deeply and impacted positively on their progress.
- In a Key Stage 1 literacy lesson, pupils were eager to start planning a story because the teacher

created much excitement about all the different things that could happen. The teacher was very enthusiastic about the subject and teaching. This had a positive impact on pupils' progress because they were so keen to get on with their work.

- Pupils know what they should be focusing on and learning about in their different lessons, and this makes a good contribution to their achievement.
- Support staff provide good support to both the class teacher and pupils. They know what is expected of them and take an active role in lessons. This helps lessons to run smoothly.
- Homework is set on a weekly basis and this helps pupils to reinforce and extend their learning further.
- In some lessons, teachers' understanding of pupils' progress is not strong enough. As a result, activities set are either too hard or easy and this makes learning less effective. For example, in a Key Stage 2 numeracy lesson, some of the most able pupils knew already how to find the circumference of different circles. Hence, they did not develop new knowledge or skills during this part of the lesson when the teacher was going through this piece of work, and this lessened their progress.
- Occasionally, pupils who are disabled or have special educational needs are expected to complete the same activity as their peers. When this happens, they find the work too hard and this slows their progress.
- Not all pupils have a precise enough understanding about how to improve their work because there is variability in the quality of teachers' marking and feedback.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. This is a happy school based on strong relationships between staff and pupils. Pupils speak highly of their teachers and have respect and admiration for them. Views expressed by parents such as, 'My children love coming here.' are typical.
- Behaviour at the start of the school day at this large school is orderly so that pupils have a positive start to their day. Behaviour at break times is good and pupils enjoy their individual and group games as well as their skipping. Pupils readily hold doors open for staff and visitors and are polite and courteous.
- Bullying is not a concern for pupils and when it occurs occasionally, pupils say teachers, 'deal with it straight away'.
- The school provides good care for those pupils who require specific support to ensure their good behaviour and emotional well-being, so that they do not miss out on their education.
- Pupils' spiritual, moral, social and cultural development is strong. The 'Roseacre Values', of honesty, courage and respect, for example, are discussed in assemblies and are prominently displayed around school. Pupils have the opportunity to visit different places of worship, such as the mosque and synagogue, to learn about different cultures.
- Pupils have a good range of opportunities to show that they are mature and sensible. For example, the school council have contributed to the, 'Roseacre Values'. The Eco Warriors help to keep the school tidy. Year 6 pupils value very much 'buddying' Reception children to ensure they settle into school and make friends. Pupils are also involved in raising money for different charities.
- Attendance is average and improving because of close monitoring. Meetings with parents are held if needed. External agencies are also asked to support parents when necessary.
- The after-school care club is much enjoyed and well attended by pupils.
- Most pupils have very positive attitudes to their learning and they are very keen to do well. However, this is not the case for a few pupils. In a few lessons, there is low-level disruption and chatter, particularly when teaching is less strong. This has a negative impact on pupils' learning.
- The school's work to keep pupils safe and secure is good. All pupils feel safe in school. They have a well developed understanding of how to keep themselves safe in different situations. For example, pupils know that they should not share personal information with others when using

the internet. They also know about fire and road safety and stranger danger.

## **The leadership and management** are good

- The headteacher provides strong leadership. In the relatively short time that she has been in post, the headteacher has identified the key areas of development necessary for the school to improve further. As a result, the school's view of its own work is accurate and honest because it states all the things that are working well but also areas that require improvement.
- The headteacher has won the confidence of staff, pupils, parents and the governors. Teamwork is a strong feature of this school and staff support one another well.
- The performance management of staff is becoming more rigorous. Lessons are observed by senior staff at least termly. Feedback is given, and staff who require support to improve their practice are given training and the opportunity to work more closely with those colleagues whose practice is stronger. Teachers are held to account for the progress of pupils in their classes.
- Leaders of subjects and key stages have an overview of their areas of responsibility. Their effectiveness requires improvement so that they make a stronger contribution to improving further pupils' achievement, by more closely monitoring their area of responsibility, taking action when needed and evaluating the impact of any actions.
- Partnerships with parents are strong. As one parent said, representing the views of many, 'We are very welcome here.' Senior leaders meet and greet parents each morning in the school playground. There are clinics every Wednesday during which parents can discuss any concerns with senior leaders. Weekly newsletters and a highly informative school website contain valuable information for parents. In addition, there are specific opportunities for pupils to share work with their parents.
- Senior leaders and teachers work alongside other schools, for example to improve the curriculum and the quality of teaching. Staff also work with a range of health professionals and behaviour units to help pupils who require additional support.
- The curriculum is adapted to meet the needs of pupils. Pupils are taught new skills and knowledge in a way that makes learning meaningful. The overarching aim is to provide a curriculum for pupils which enables them to learn about the world around them and to acquire competency in basic skills. A wide range of activities is provided for pupils to cater for all interests, for example, drama, 'wake and shake' and handball.
- The primary school sports funding is used to train staff and support inter-school competitions, as well as run a 'girls only' football club. Pupils report that they feel healthier and staff feel more confident teaching sport.
- The local authority provides light touch support to the school. Support is provided, for example, to governors in relation to managing the performance of senior leaders.
- Safeguarding meets requirements.
- **The governance of the school:**
  - Governors want the very best for the school and its pupils. They support the new headteacher and have much confidence in her leadership. Governors challenge when required, for example, in relation to finance and staffing. They bring a range of expertise to the school. Governors have been involved in reviewing support for pupils who are disabled or have special educational needs, observe meetings about pupils' progress and undertake learning walks. They are well trained, for example, in understanding national performance information and, as a result, they have a good overview of pupils' achievement. Governors oversee the performance of the headteacher and know that good teaching practice is rewarded. They know how the pupil premium is spent and the need to continue to close any gaps in pupils' achievement. Governors are very clear about the steps the school needs to take to strengthen further. Finances are healthy.

## 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

<b>Unique reference number</b>	138847
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	441282

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	624
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alana Frith
<b>Headteacher</b>	Janet Carroll
<b>Date of previous school inspection</b>	16 May 2011
<b>Telephone number</b>	01253 319000
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