

# Roseberry Primary School

## Inspection report

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<b>Unique Reference Number</b>	135126
<b>Local Authority</b>	Stockton-on-Tees
<b>Inspection number</b>	329030
<b>Inspection dates</b>	16–17 June 2009
<b>Reporting inspector</b>	Graeme Clarke

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	412
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr William Walton
<b>Headteacher</b>	Mrs Maggie Fearnley
<b>Date of previous school inspection</b>	Not previously inspected
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Marsh House Avenue Billingham TS23 2HJ
<b>Telephone number</b>	01642 360 520
<b>Fax number</b>	01642 360 503

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<b>Age group</b>	3–11
<b>Inspection dates</b>	16–17 June 2009
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is a larger than average size primary school. It was formed in September 2007 by the amalgamation of adjacent infant and junior schools. It serves families in central Billingham, a locality with marked social disadvantage. A well above average number of pupils are eligible for free school meals. Almost all pupils are from White British families and those from other ethnic origins have a mainly Asian heritage. A small number are learning English as an additional language. The overall proportion of pupils with learning difficulties and/or disabilities is above average although few have a statement of special educational need. Early Years Foundation Stage provision is in the Nursery and Reception Years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides its pupils with a satisfactory education. Following the recent amalgamation, the school is improving and some aspects of its work are good. The headteacher, well supported by her new leadership team, successfully promotes her vision for a successful school and gives good direction to all staff. In turn, they make a key contribution to establishing a cohesive primary school. Pupils' well-being and personal development are good and are supported by the school's strong links with nearby schools, the local community and the local authority. Although a small number of parents had reservations about pupils' behaviour the great majority have confidence in the school. One parent's comments sum up their views. 'We feel that Roseberry is a very friendly school and any problems are dealt with fairly fast. The teaching staff are very approachable and available when you need to speak to them. We have had a great deal of support from members of the staff.'

Achievement is satisfactory overall. Children make good progress through the Early Years Foundation Stage and satisfactory progress as they move through Key Stage 1 and 2. Standards are broadly average and higher than the results of last year's national assessments. The new senior leadership team's determination to raise standards has led to improvement this year as a result of their effective use of information about pupils' progress and the setting of more challenging targets. Standards in Year 2 rose with a notable improvement in reading and writing which changed from below average to average. Standards in Year 6 are broadly average although slightly lower in mathematics because fewer pupils exceed the level expected for their age.

Pupils are very aware of the importance of diet, exercise and hygiene to a healthy lifestyle. The school deservedly holds the Healthy School Gold and Activemark awards. Pupils behave well and politely. Pupils enjoy school and speak warmly of the friendships they make. Attendance is broadly average. Pupils are proud when they do well and happily share the endeavours and success of others. They willingly contribute in many ways to their school and local community. Their sound basic skills prepare them satisfactorily for their future education.

Good arrangements for the care, guidance and support of pupils include the diligent gathering and effective use of information about their progress to help anyone falling behind and to develop higher attaining pupils' abilities. Teaching and learning and the curriculum are satisfactory. Teachers manage lessons well. In the best lessons pupils are challenged and the pace of learning is brisk. These good qualities are not yet consistent throughout the school. The curriculum offers a variety of experiences but the school is only just beginning to extend the promotion of skills across all subjects.

Leadership and management are satisfactory. The leadership team, working with governors, has established a sound basis for the school's development. Initiatives have improved standards of literacy and numeracy and most pupils are now making satisfactory progress. It very effectively promotes community cohesion locally and helps pupils have good perspectives of the diversity of life in Britain, in Europe and globally. Governors and senior leaders are committed to raising standards and this, with the school's clear track record of progress over the recent past, indicates a sound capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision in the Early Years Foundation Stage is good. Children enter Nursery with abilities below what is typical for their age and often well below in their communication and language skills. As a result of good planning and teaching children make good progress and reach broadly average standards in most areas of learning. Teachers make good use of initiatives such as 'letters and sounds', introduced last year, to help develop children's vocabulary, speaking and reading skills. Even so, their reading and writing abilities are below average by the end of Reception. Children's personal and social development is good and is reflected in the way they happily settle, feel secure and develop confidence and independence. Children benefit from a good balance between activities that adults lead and those that they choose. They also learn effectively from the many visitors and visits that extend their understanding about the wider world. Nursery children particularly make good use of excellent outdoor facilities although the school plans to develop the area to support all six areas of learning more effectively for everyone. Teachers build upon children's interests and make best use of incidental opportunities that arise. Finding a hedgehog amongst their outdoor equipment led to great excitement, interest and a chance to learn about animal welfare. The new leader manages the Early Years Foundation Stage well and fosters improvement. Staff work as a team with a clear sense of purpose. They assess children's progress carefully and make good use of the information to plan activities, identify anyone in need of additional support, and address particular issues such as improving boys' attitudes to learning. The welfare of the children is good. Meetings with new parents build relationships and in turn parents say they are pleased with the way their children settle and make good progress.

### What the school should do to improve further

- Consolidate arrangements to raise standards and achievement for all pupils through:
  - improving the quality and consistency of teaching throughout the school
  - promoting pupils' skills and understanding by linking together more closely different subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and standards are broadly average. Pupils begin Year 1 with skills and abilities which are average in most areas of learning but below in communication, language and literacy. Teacher assessments last year at the end of Year 2 were below average in reading and writing and average in mathematics. Standards in reading and writing improved this year and are now in line with mathematics.

Pupils make satisfactory progress in Key Stage 2. Test results last year were average in English and science and below average in mathematics. Some pupils did not make enough progress and boys did less well than girls in all subjects. In response to better tracking and more challenging targets standards are rising for all pupils. Current standards are average in English and science and the more able make good progress. Importantly, mathematics standards have risen and are now closer to average although fewer pupils exceed the level expected for their

age. Carefully tailored support ensures pupils with learning difficulties and/or disabilities make sound progress.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good. Their spiritual, moral, and cultural development is good and social development is satisfactory. Pupils participate wholeheartedly in assemblies, which contribute markedly to their spiritual development. Pupils acquire a very good understanding of a healthy lifestyle. They take part in a wide range of sporting activities arranged with the help of the local Sports Development Partnership. They are well informed about personal hygiene and adopt healthy eating habits. Many pupils are complimentary about arrangements to assure their safety and value the buddy system to support vulnerable pupils. A small number of pupils expressed concern about incidents of bullying although they clearly have confidence in the way staff tackle these. Good behaviour in classrooms is complemented by the consideration and courtesy they show to others. Pupils are keen to learn, participate willingly in lessons and thoroughly enjoy voluntary after-school clubs. Attendance is close to the national average but there is more persistent absence than in similar schools. Pupils help promote community cohesion well by willingly taking on many responsibilities. Their proactive school council and eco-group have enhanced facilities for all to enjoy. Pupils contribute well to the local community, for example by helping design railings for the local park and through participation in the 'Northumbria in Bloom' competition. Pupils' strong grasp of their own heritage and of European and global perspectives enhance their cultural development well. They are well informed about secondary education and with their average basic skills and some experience of enterprise they are soundly prepared for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory and improving as a result of focused support. Throughout the school teachers make good use of their knowledge of pupils' abilities to give them clear guidance on what they expect them to learn. In the most effective lessons the pace and structure of well-planned activities hold pupils' interest and encourages them to think for themselves. They become fully engaged in the lesson and willing contribute to it. Teachers skilfully use questions to challenge and encourage pupils to develop their skills and grasp of concepts. They make good use of time to reinforce pupils' understanding and enable them to reflect on what they have learned. Teachers and teaching assistants work well together to provide effective support for learning. They make very good use of praise to motivate pupils to work industriously and well. This good practice is not yet consistent across school. In lessons that are satisfactory, rather than good, whole-class activities go on for too long and, when the pace is slow and unexciting, pupils show signs of boredom and inattention. Questioning is less successful in encouraging pupils to think more deeply and give reasoned explanations.

### **Curriculum and other activities**

#### **Grade: 3**

Overall, the range of activities and opportunities the curriculum provides is satisfactory and meets all statutory obligations. The school is gradually moving towards the development of

skills across the curriculum. Currently, planning and activities do not consistently focus sufficiently on developing common competencies, such as research and investigation, between subjects. A developing programme to support pupils' social and emotional development is helping them understand the importance of good relationships although it is not yet implemented throughout the school. Other aspects are good and foster pupils' good personal development. An exciting range of visits and visitors, themed weeks, for example for music and international studies, and links with schools abroad enrich pupils' experience. They motivate pupils to extend their knowledge, enhance their cultural development and promote aspects of community cohesion. A large number of pupils happily take part in the many sporting activities available. Pupils thoroughly enjoy acquiring team working skills through sport and activities at a residential outdoor education centre.

## **Care, guidance and support**

### **Grade: 2**

The school's arrangements for the care, guidance and support of pupils are good. All staff are committed to the welfare of pupils and respond swiftly to any concerns. Arrangements for safeguarding pupils through child protection, recruiting staff, and health and safety meet current government requirements. The school uses information from its track record of pupils' progress well to identify and successfully support anyone at risk of falling behind. Equally importantly the school extends the learning of gifted and talented pupils; although the support for the more able is more evident in English and science than in mathematics. Pupils' progress is regularly reviewed to ensure support is allocated where needed. As a result, in this inclusive school pupils are able to learn alongside their classmates. Teachers' marking diligently celebrates pupils' accomplishments and often gives them pointers to improve. The school does much to encourage good attendance and has reduced persistent absence this year. An effective partnership with the local authority is developing with parents to tackle the issue of persistent absence although it is too early to gauge its effect.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Members of the new senior leadership team diligently monitor teaching and analyse pupils' performance. Their comprehensive review and self-evaluation accurately estimates the school's effectiveness. This joint approach leads appropriately to key priorities for raising standards and improving pupils' personal development in a well thought out development plan. Their use of challenging targets is raising standards and achievement and they recognise the need for further improvement. Senior leaders' clear analysis of the school's circumstances and knowledge of the local community forms a good basis for the good promotion of community cohesion. They plan to ensure pupils have good opportunities to contribute locally, to widen their awareness of life in Britain and Europe and through links with a school in India to extend their knowledge of the world. Governance is satisfactory. The new governing body has a clear knowledge of the school gained through receiving clear reports from senior leaders. Governors know that to enhance their contribution to the review of the school, their next step is to develop their expertise and gain a first-hand impression of how things stand.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 June 2009

Dear Pupils

Inspection of Roseberry Primary School, Billingham, TS23 2HJ

Mrs Richardson, Mr Pattison and I really enjoyed our visit to inspect your school. Thank you for helping us when we came into your classrooms and assemblies to see you at work. You were very polite and helpful and we did enjoy talking with those of you whom we met. We know the headteacher and all the staff are very proud of you. We were delighted to see how much you like to take part enthusiastically in activities during and after school, how you value the friendships you make and the help you get. You are well behaved and polite to others in lessons. We were pleased to see how you contribute to school life, for example as school councillors and buddies to help others, and to your school grounds and the nearby park in the way you help them look nice for Northumbria in Bloom.

Your school gives you a satisfactory education. All the adults in the school look after you very well. Last year most children in the Nursery and Reception classes made good progress. Although results in tests you all have to take in Year 6 were close to the national average last year, some pupils did not do as well as expected. Mathematics results were not as high as in English. We were pleased to see how you have improved and more pupils in Year 6 this year are doing as well as expected. When we looked at your books we liked the way your teachers let you know what they expect you to learn and how well you are doing.

We have asked your school and all your teachers to check that all of your lessons help everyone to learn and understand more, and to improve your skills, such as researching and investigating, that you use in many different subjects.

You have very many opportunities at Roseberry Primary School to learn about life and these should stand you in good stead for the future. Some of you will soon be leaving to move onto a secondary school. We hope that you all do really well.

Yours faithfully

Graeme Clarke

Lead inspector