

# Roscoe Primary School

## Inspection report

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<b>Unique Reference Number</b>	135595
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	334682
<b>Inspection dates</b>	30 June –1 July 2009
<b>Reporting inspector</b>	Marie Cordey

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)	346
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 Charles Breen
<b>Headteacher</b>	Mrs Amanda Anders
<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>	Alison Road Liverpool Merseyside L13 9AD
<b>Telephone number</b>	0151 226 1536
<b>Fax number</b>	0151 256 5614

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This new school opened in September 2008 following the amalgamation of Roscoe Infant School and Roscoe Junior School. It is a larger than average size school serving a community that includes some areas with high levels of social and economic disadvantage. The vast majority of the pupils are White British. The proportion of pupils eligible for free school meals is well above average, as is the number of pupils with learning difficulties and/or disabilities. The school has gained Healthy School's status.

Since the school opened there has been a significant turbulence in staffing and, at any one time, upwards of three classes are taught by temporary staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Since it opened, the school has faced significant barriers to improvement, but leaders have worked hard to try and overcome these. They have had to cope with numerous changes in staff and a significant proportion of teaching is still undertaken by temporary staff. Nevertheless, too little has been achieved in establishing clear and effective strategies for improvement and consequently, the school's overall effectiveness is inadequate. Systems for monitoring and taking action to improve pupils' progress are insufficiently rigorous. As a result, underperformance is not acted upon quickly enough and pupils' achievement is inadequate. The headteacher, deputy headteacher and governors have a clear understanding of the strengths and weaknesses in the school as well as what needs to happen in order for the school to improve. Nonetheless, it has proved difficult to unite the senior leadership team and the staff and currently there is no clear direction or a sense of common purpose among all staff. The school's leaders are having too little impact on the quality of provision and outcomes for pupils and are not demonstrating the capacity to improve.

Standards are low by the end of Year 6 and pupils, including those with learning difficulties and/or disabilities, make inadequate progress. Standards in mathematics and writing are particularly weak throughout the school. This is due largely to poorly-planned lessons and teaching which is not consistently strong enough to accelerate pupils' progress or to raise their achievement. Teaching and learning are inadequate overall. New policies for improving teaching and learning have been put in place but it is too early to see the effects of these. Systems have been introduced recently to check on how well pupils are doing and to target improvement. These are not used consistently or well enough to make a significant difference to the quality of pupils' learning or help improve their progress. Teachers have little understanding of how well pupils are progressing and consequently work is not sufficiently adapted to meet pupils' needs. In addition, pupils are not aware of how they are doing in their work. Targets are not challenging enough and in too many cases, pupils are left with little idea of how to improve their standards.

The curriculum is inadequate overall because it is not planned to take into account pupils' prior learning. This results in work that does not meet the needs of all pupils nor does it raise their aspirations. Too many are not sufficiently challenged or engaged by the learning opportunities provided for them. In contrast, sound planning and management in the Early Years Foundation Stage mean that children settle in quickly and make satisfactory progress in developing their skills, but this is not continued in the rest of the school.

Pupils are articulate and keen to welcome visitors to their school. They look after each other and the older pupils care for the younger ones. Behaviour is satisfactory but deteriorates when pupils are not challenged or inspired enough in lessons. This reflects the views of a small number of parents concerned about behaviour. Care and support for pupils are satisfactory. Safeguarding procedures meet current government requirements.

Leadership and management are inadequate. The governing body is ineffective in meeting the statutory requirements with regard to promoting community cohesion and equality of

opportunity. The potential for governors to contribute effectively to school improvement is undermined by difficulties in recruiting new members, especially community governors. There is a growing determination by most staff to acknowledge significant weaknesses and tackle them as matter of urgency. The school provides unsatisfactory value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

The headteacher has taken action to improve the Early Years Foundation Stage provision through implementing clear assessment procedures. These are used effectively by staff to plan learning to match children's needs. Children's starting points on entry to the Nursery class are well below those expected for their age and remain so at the end of the Reception Year. Their progress is satisfactory overall, but they make faster progress in their personal, social and emotional development because they are encouraged to explore and take part in role play. A range of indoor activities encourage children to enjoy their learning and they are beginning to learn about linking letters and sounds. There are limitations outdoors, however, because of a lack of play equipment. On some occasions, outdoor activities do not fully engage children's interest because there are fewer of them and children have less choice. As a result, children's opportunities to explore and develop their physical skills and their knowledge and understanding of the world are limited. The satisfactory quality of teaching and learning stems from sound leadership and management. Improvement plans are now much more closely focused on children's progress and personal development and the school is aware of what needs to be done to make further improvements. Children become more self-reliant because of the care for their welfare. Requirements regarding children's welfare, health and safety are fully met.

## **What the school should do to improve further**

In order to raise standards and achievement in all subjects, particularly in mathematics and writing, the school needs to:

- increase the effectiveness of the monitoring systems to improve teaching and learning and take swift action to tackle underperformance
- ensure there is a common sense of purpose among all senior leaders and staff to promote school improvement
- ensure that all teaching is at least satisfactory or better and, in particular, provides work that meets pupils' needs and informs pupils how to improve their work
- improve the quality of the curriculum to take account of pupils' prior learning, engage their interests and raise their aspirations
- ensure that statutory requirements with regard to equality of opportunity and community cohesion are fully met.

## **Achievement and standards**

### **Grade: 4**

Achievement is inadequate and standards are too low, with a significant proportion of pupils not reaching the levels they should by the time they leave Year 6, particularly in mathematics and writing. Pupils start Year 1 with skills that are well below those typical for their age. By the end of Year 2, standards are generally low. The very slow progress pupils make in Years 1 to 6 is due to the combination of planning that is not matched sufficiently to the needs of individual pupils, and low expectations. By the end of Year 6, standards remain low. Pupils with learning difficulties and/or disabilities receive appropriate emotional support, but their

inadequate academic achievement matches that of other pupils. On the whole, pupils are not encouraged sufficiently to think for themselves or to take an active part in their learning. An excessive reliance on worksheets demands too little of most pupils.

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

### **Grade: 3**

Pupils enjoy coming to school and attendance is improving thanks to the school's strategies and an effective partnership with the educational welfare officer. They like school dinners and adopt healthy lifestyles through regular physical education lessons, as well as participation in sports activities after school. Spiritual, moral, social and cultural development is satisfactory; pupils are thoughtful, considerate and generally have positive relationships with each other and their teachers. The school council has not had a chance to involve pupils as much as they would like and this is, correctly, a school priority. Pupils' involvement in the local community is good; they are particularly generous and keen fundraisers for the children's hospice. They are less aware of and involved in the global community and their understanding and awareness of multicultural society is at an early stage. Pupils relish experiences that bring their learning to life, for example, budget planning and enterprise skills, although low standards in their basic skills do not prepare pupils well enough for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The quality of teaching and learning is variable across the school. It is most consistently effective in upper Key Stage 2 where good planning and high expectations move pupils forward more rapidly. This is still not enough, however, to enable pupils to catch up on previous gaps in their learning. Overall, work is not planned well enough to sustain pupils' interest and involvement. As a result, most pupils do not make the progress they should. In too many lessons, pupils are passive, the pace is slow and teaching is not stimulating enough to engage pupils' interest and enthusiasm. The lack of pride pupils have in the presentation of their work indicates low expectations of what pupils can achieve. Assessment information is not used well enough to provide appropriate support or challenge. Teachers' marking is inconsistent and does not give pupils enough guidance on what they have done well or how they can improve their work.

### **Curriculum and other activities**

#### **Grade: 4**

There are few links made between subjects to make learning more relevant and exciting for pupils. Planning is not rigorous enough to extend the opportunities for the different abilities in the classes. There are insufficient opportunities for pupils to use their skills in literacy, numeracy and information and communication technology (ICT) to support their learning in different subjects. Improved resources and planning for the development of ICT mean that pupils' standards in this subject are improving at a slightly faster rate than in other subjects. Visits and visitors provide additional learning experiences and all pupils enjoy visits to Chester Zoo. Pupils welcome a range of after-school clubs and extra-curricular activities.

## **Care, guidance and support**

### **Grade: 4**

Safeguarding procedures are in place and meet requirements. Policies to ensure the health and safety of pupils are established and monitored by staff. Vulnerable pupils are quickly identified and supported; as a result they make satisfactory gains in their personal development. Detailed and thorough support plans help staff to meet the emotional and behavioural needs of pupils with learning difficulties and/or disabilities. Systems to track pupils' progress are not embedded and, therefore, guidance to help them improve their work is better in some classes than in others.

## **Leadership and management**

### **Grade: 4**

There is no doubt that the school has faced some significant barriers to improvement. Nevertheless, leaders and managers are not sufficiently rigorous or united enough in their actions to secure improvements. Monitoring and evaluation procedures are insufficiently sharp or robust, nor are they sufficiently embedded in the work of the school. This is evident in pupils' books where there are significant gaps in their learning, marking of indifferent quality and, generally, poor presentation of work. Priorities for improvement are accurately identified as well as what is required to effect improvement. This has been helped through partnerships with the local authority, but more intensive support is still needed to build the school's capacity to effect the necessary improvement. This is because acting on priorities has been thwarted, to some extent, by a lack of a shared understanding on the part of all leaders and staff. This has been further compounded by significant staffing turbulence which has made it difficult to implement a coherent system for checking on the quality of teaching and learning. The school is not compliant with the statutory requirements in relation to equality of opportunity and community cohesion.

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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?	4
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?	3
The capacity to make any necessary improvements	4

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

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<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>	3
The extent of learners' spiritual, moral, social and cultural development	3
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	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	4

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

Inspection of Roscoe Primary School, Liverpool, L13 9AD

On behalf of the inspection team, I wish to thank you for your help and for talking to us when we visited your school. I would particularly like to thank the pupils who met with us and the pupils who gave me such an interesting and enjoyable tour of the school. You were all very polite and welcoming.

I looked very carefully at your school and found that it should be better. I have decided that it needs 'special measures'; this means that your headteacher and teachers will get help to improve your education. Inspectors will also return to your school to check that it is making progress. You can play a part in this because you are responsible and caring young people. I recognise the positive ways the school has helped you to develop your thoughtfulness and consideration for others.

I found that too many pupils are not doing as well as they should, particularly in mathematics and writing. You are not really sure about how to improve your work. Children in the Reception class settle down quickly and make satisfactory progress. Those of you in other classes do not make as much progress as you should and sometimes your work is not very neat. I want you all to achieve as well as you can and reach higher standards so I have asked the school to do the following things:

- look closely at how you are doing in your work and then plan ways to improve your progress and raise standards, particularly in mathematics and science
- make sure that all leaders and staff work together to improve the school
- make sure that all the teaching is at least satisfactory or better, that all work is planned to meet your needs, and you are all informed about how to make your work better
- improve the curriculum so that it is more exciting and matches your skills and interests
- improve school policies to increase your understanding and experiences of the world community and people from other cultural backgrounds.