

Suite 22 West Lancs
Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566930
Direct F 01695 729320
Direct email: gtunnicliffe@cfbt.com

7 July 2010

Mrs Amanda Anders
Headteacher
Roscoe Primary School
Alison Road
Liverpool
Merseyside
L13 9AD

Dear Mrs Anders

Special measures: monitoring inspection of Roscoe Primary School

Following my visit to your school on 5-6 July 2010, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The visit was the third monitoring inspection since the school became subject to special measures in June 2009. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Liverpool local authority.

Yours sincerely

Margot D'Arcy
Additional Inspector

Special measures: monitoring of Roscoe Primary School

Report from the third monitoring inspection on 5-6 July 2010

Evidence

The inspector observed the school's work, scrutinised a range of documents, including pupils' work and a recent local authority monitoring report. Ten lessons and an assembly were observed. Discussions were held with the headteacher, senior leaders, staff, governors and pupils.

Context

Since the last monitoring inspection two teachers have left. The two temporary assistant headteacher posts have been made substantive. One of these has been filled by a teacher currently seconded to the position and the other is an outside appointment to commence in September 2010. The staff reduction process has been completed and, as a result, six teachers and two teaching assistants will leave the school at the end of this term.

Pupils' achievement and the extent to which they enjoy their learning

While attainment remains below national expectations there is now clear evidence that that standards and progress are improving. Early indications from recent tests and assessments show that by the end of Year 6 significantly more pupils are attaining the expected levels and above, particularly in mathematics and writing. Similarly, throughout the school, more pupils are progressing at a satisfactory or better rate than previously. Inconsistency remains, however, in the rates of pupils' progress between year groups, classes and subjects. The quality of teaching, while improving, continues to be a key factor in this.

The proportion of pupils making inadequate progress is much lower than previously and effective use of targeted intervention programmes is helping to reduce this further. The school is aware that a key task now is to focus on those pupils who are making satisfactory progress and accelerate this to good so that the legacy of underachievement, which is still evident, is more quickly eliminated. Pupils' attainment and progress in science is beginning to improve in response to the significant work the school has done since the last monitoring inspection to address weaknesses in the provision for this subject. Attainment and progress in information and communication technology remains inconsistent.

Pupils' enjoyment of learning continues to improve. They are especially enthusiastic when they speak about the increased opportunities for them to be actively involved in practical work in science and the opportunities to work with a visiting artist.



Progress since the last visit on the area for improvement:

- raise standards and achievement in all subjects, particularly mathematics and writing – satisfactory

Other relevant pupil outcomes

Most pupils show better interest and engagement in lessons. They are noticeably more willing to answer questions and sustain concentration for longer periods. Pupils' presentation of their work remains inconsistent, but in a number of classes pupils' increasing pride in their work is becoming more evident. This was particularly noticeable in the personalised learning booklets produced by Year 6 pupils, which are of a very good standard. The continuing improvement in pupils' behaviour and the regular attendance of most pupils are factors that are helping to support better learning. Themed work linked to the World Cup, of which pupils spoke enthusiastically, is giving pupils a greater understanding of cultural diversity. Pupils are also becoming more aware of the different communities to which they belong. Notably, a group of Year 5 and 6 pupils who are peer advocates known as the 'Roscoe Solving Squad' received the prestigious 'Diana Anti-Bullying Award', which recognises young people who make an outstanding and selfless contribution to their communities.

The effectiveness of provision

The picture of teaching and the effectiveness of teachers' use of assessment remains much the same as it was during the last monitoring inspection.

Although there are strengths in teaching at Key Stage 1, the overall quality at this key stage and in the Early Years Foundation Stage is variable, ranging from good to inadequate. At Key Stage 1, there are still occasions when pupils are not sufficiently challenged by the work they are given or where learning is disrupted because behaviour is not managed effectively. In the Early Years Foundation Stage, adult intervention in the activities that children choose for themselves is often limited or of little value in promoting effective learning. The quality of teaching is strongest at Key Stage 2 where there is now no inadequate or barely satisfactory teaching. In a number of classes at this key stage, teaching is solidly and consistently good and occasionally outstanding. However, in other classes the shift from teaching that is mostly satisfactory and occasionally good to mostly good, is not happening quickly enough. While leaders and managers are working very successfully to eliminate inadequate teaching, they now need to refocus their monitoring activities to provide tailored support to increase the proportion of good and better teaching throughout the school further.

The good practice that needs to be shared is seen in the particularly effective lessons where teachers match work and their questioning to pupils' different needs exceptionally well, so that all experience success. In these lessons, teachers have



very good strategies to keep pupils interested and involved. Planning ensures a good balance of time for listening, practical work, discussion with peers and recording. Expectations are high, the pace is brisk and the content stimulating. Lesson objectives are frequently referred to and pupils are regularly required to assess how well they have progressed in relation to these. Electronic teaching boards, 'working walls' and strategies for successful learning ('steps to success') are all used to very good effect. Especially good examples of teaching and learning were noted in a Year 5 mathematics lesson on translation and in a Year 2 science lesson, in which pupils were practically involved in investigating photosynthesis, seed dispersal and conditions for healthy plant growth. The quality of verbal feedback to pupils on how to improve their work is continuing to improve, but marking remains variable. Teaching assistants are now far better involved in all parts of lessons and are continuing to make a valuable contribution to teaching and learning.

The school has made some constructive changes to its curriculum to ensure that it is more effectively linked to pupils' prior learning and engages their interests better. Science, especially the development of investigative skills, now has a higher profile and pupils are significantly more involved in practical work. The World Cup theme enabled very successful adaptation of the curriculum in many subjects to make learning more meaningful and enjoyable. Classes 'adopted' a country and have thoroughly enjoyed finding out about its culture, traditions, food, climate, artwork, music and language. As part of this work, Year 5 pupils produced a very informative whole-school assembly about the United States of America and Year 6, whose country was Italy, enjoyed their work on Shakespeare's play *Romeo and Juliet*. The school environment has been greatly enhanced by the stunning Indian artwork pupils produced while working for a week with a visiting artist. Focused intervention programmes based on pupils' prior learning continue to have a positive impact on the progress of pupils with learning difficulties and/or disabilities. The accommodation and resources for outdoor provision in the Early Years Foundation Stage has been greatly enhanced, but this resource is not being used well enough to improve the curriculum for children in this phase.

Progress since the last visit on the areas for improvement:

- ensure that teaching is at least satisfactory or better and, in particular, provides work that meets pupils' needs and informs pupils how to improve their work – satisfactory
- improve the quality of the curriculum to take account of pupils' prior learning, engage their interests and raise their aspirations – good

The effectiveness of leadership and management

Monitoring systems to determine the quality of teaching and learning are now well established and continue to be comprehensive, rigorous and regularly implemented. The systems provide very useful information about strengths and weaknesses in provision and pupils' outcomes, and enable the school to make informed decisions



about the action it will take to secure improvement. The school is now at a point in its development where the information it has gained from monitoring activities should be used to target intervention and support more precisely. Specifically, this intervention and support needs to be focused on moving teaching and learning that are satisfactory to good, and on ensuring that key staff changes planned for the autumn term in the Early Years Foundation Stage have a positive impact on the quality of provision and children's outcomes.

Through what has been a very difficult and turbulent period, the school's senior leaders and governors have not faltered in their determination and work to ensure that their sense of purpose is shared by the rest of the staff. After a difficult setback just prior to and after the last monitoring inspection, recovery is now evident. All staff are involved in reflecting on the school's course of improvement and provide constructive views about how best to move forward on the recommendations for improvement. They recognise and accept that rigorous monitoring is a necessary part of the process of improvement. This shift means that the school is better placed to develop its capacity to improve.

The impact of the training undertaken by a committed group of governors and staff to ensure that the school is compliant with the duties to promote equality of opportunity and community cohesion is paying off. The school now has all the associated required policies. Practices stemming from the training and these policies are becoming established at the school. For example, systems for analysing data on the performance of different groups are developing effectively and there is targeted academic and pastoral support for pupils identified as being vulnerable. Links within the school and local communities are being strengthened. Involvement in initiatives, such as that resulting in the school receiving the 'Foundation Level' of the International Schools Award, are also helping to extend pupils' understanding of the global community.

Progress since the last visit on the areas for improvement:

- increase the effectiveness of the monitoring systems to improve teaching and learning and take swift action to tackle underperformance – satisfactory
- ensure there is a common sense of purpose among all senior leaders and staff to promote school improvement – satisfactory
- ensure that statutory requirements with regard to equality of opportunity and community cohesion are fully met – good

External support

The school has had a number of School Improvement Partners since it was made subject to special measures. While the changes have been unavoidable, the inconsistency in this support has not been particularly productive for the school. However, it has received very good support from the local authority Intensifying Support Programme team.

