

Roseberry Primary School

Marsh House Avenue, Billingham, Cleveland, TS23 2HJ

Inspection dates

9–10 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, governors and other leaders have successfully addressed the issues identified at the previous inspection. They have taken determined steps to tackle the weakest teaching and to improve pupils' achievement, both of which are now good.
- Governance has improved. Governors are challenging the school more rigorously and are committed to ensuring that the school provides the best for all pupils.
- Staff work effectively as a team. They are observing each other's practice in the classroom in order to help improve the quality of their teaching. As a result, teaching is good and some is outstanding.
- As a result of good teaching, pupils are now making faster progress in reading, writing and mathematics as well as in other subjects. This was evident in pupils' work, including their topic work, and in the teaching seen during the inspection.
- Children in the early years achieve well because of the good teaching they receive and the wide range of interesting and stimulating activities provided for them.
- Pupils take great pride in their work and take the responsibilities they are given very seriously. They are very courteous and polite.
- The school's procedures to keep pupils safe are good. Pupils know how to keep themselves safe and know adults will help them if they have a concern.
- The school's curriculum is rich, varied and exciting and this is a strength of the school. The curriculum does much to promote pupils' spiritual, moral, social and cultural development.
- Pupils are well prepared for life in modern Britain. They understand right from wrong and demonstrate respect and tolerance for those from different religions and cultures. Opportunities to learn about British values are woven throughout the curriculum.

It is not yet an outstanding school because

- Occasionally, the work provided for pupils, particularly for those who are most able, does not challenge them sufficiently to ensure they reach the highest standards of which they are capable.
- In the early years, adults do not question children deeply enough or enable children to resolve problems for themselves in order to extend their learning further.
- Teaching assistants do not always provide pupils with the precise support they need to improve, for example, by not addressing misconceptions promptly or providing answers for pupils before allowing them to work things out for themselves. Occasionally, they do not manage pupils' behaviour well enough to ensure pupils focus on their work.

Information about this inspection

- The inspectors observed teaching in all classes, including one lesson observed jointly with the headteacher. They also visited small group teaching sessions and listened to a number of children read.
- The inspectors held meetings with pupils, members of staff including newly qualified teachers, middle leaders, the headteacher and deputy headteacher, members of the governing body, the Parent Support Advisor, an educational psychologist and a speech therapist. They also spoke to a number of parents. The lead inspector held a telephone discussion with an external consultant who is supporting the school.
- The inspection team looked at pupils' work in English, mathematics and other curriculum areas and observed pupils at break, lunchtimes and in the breakfast club.
- The inspectors examined a range of documents including minutes of governing body meetings, reports from the local authority, the school's own pupil performance data, information relating to the performance management of staff and those in respect of safeguarding (protecting children and making sure they are safe).
- The inspectors took into account the 80 responses to the on-line questionnaire (Parent View) and the 36 responses to the questionnaires completed by members of staff.

Inspection team

Christine Inkster, Lead inspector	Her Majesty's Inspector
Fiona Manuel	Her Majesty's Inspector
Sonia Humble	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is close to the national average.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is above the national average. Pupil premium funding is provided to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Children in the Reception classes attend full time and those in the Nursery attend part time.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school extends its services by providing a breakfast club.
- There have been significant staffing changes since the previous inspection, including the appointment of five teachers, four of whom are newly qualified teachers. A number of teaching assistants have left the school and new staff have been appointed. There have also been changes in governance with a number of new governors being appointed. The early years leader is currently absent from school.

What does the school need to do to improve further?

- Strengthen the already good teaching so more pupils make rapid progress and reach higher standards by:
 - ensuring more challenging work is provided for all pupils, including the most able, so that they reach the highest standards of which they are capable
 - ensuring teaching assistants receive appropriate training to ensure that they support pupils' learning more effectively
 - making sure that adults in the early years ask more probing questions and challenge children to solve problems for themselves.

Inspection judgements

The leadership and management are good

- Since the previous inspection, the headteacher, leaders and governors have acted decisively to improve the school. They have tackled weaknesses in teaching and have ensured that staff, including those new to the school, are clearly focused on providing a good education for all pupils. This had led to improvements since the previous inspection. For example, pupils now have more opportunities to write at length, teachers' marking and feedback have improved and pupils' attendance has risen significantly to slightly above the national average. This is helping pupils make better progress. The school's own evaluation of its performance is accurate. However, staff training has not ensured that all teaching assistants provide the support that pupils need.
- Middle leaders provide good role models and are supporting staff effectively. They check the quality of teaching, learning and progress in the subjects and areas for which they are responsible and know what they need to do to ensure that children make the progress they should. Although the early years leader is absent from school, the staff in the early years are determined that teaching and outcomes for children will continue to improve and are taking appropriate steps to ensure this.
- Senior leaders hold regular meetings to discuss pupils' progress and staff are expected to explain what they are doing to help any pupils who are underachieving to improve. As a result, suitable targeted work is provided and this is helping to accelerate progress for these pupils.
- Leaders ensure newly qualified teachers are given high quality support. They have been provided with a wide range of training and have opportunities to observe other colleagues teach. Mentors hold meetings with newly qualified teachers each week to ensure that prompt help is given.
- The school has effective systems for managing the performance of teachers. Targets are set for pupils' progress and senior leaders monitor teachers' work systematically to identify what they are doing well and how they could improve. The success of teachers in meeting these targets determines whether they receive increases in pay, or promotion.
- The school is taking effective steps to promote equality of opportunity for groups of pupils and ensure there is no discrimination. The additional funding received through the pupil premium is used effectively to provide additional staff to support these pupils. This is enabling disadvantaged pupils to make better progress. The school fosters good relations with the local and wider communities.
- The school has taken successful steps to involve parents more in the education of their children. They have established a family forum and have developed strategies to share information about children's learning between home and school. This valuable communication is helping parents to support their children's learning more effectively.
- The curriculum is now providing pupils with a wide range of exciting and stimulating activities and is a strength in the school. Pupils' views and interests are fully taken into account when planning the curriculum and it is tailored carefully to meet pupils' needs. Pupils learn about the local and the wider community and are gaining more knowledge of the world around them. This is particularly important as children enter the Nursery with very limited experiences. Work to prepare pupils for life in modern Britain is woven throughout the curriculum and is specifically planned for. Pupils recently participated in a 'mock' election which enabled them to understand how democracy works.
- Pupils' spiritual, moral, social and cultural development is also a strength of the school. For example, pupils took responsibility to lead an assembly during which they valued responses from other children to the questions they posed. They showed great respect, interest and encouragement towards their peers. Pupils show a good understanding of religions and cultures different to their own and clearly know the difference between right and wrong.
- The school makes good use of the primary school sports funding. Specialist teaching enables pupils to engage in a wide range of sporting activities and a large number of pupils engage in lunchtime and after-school sports clubs. For example, a group of pupils participated in a visit to a local barrage to learn skills in water sports and team building. They also learn about healthy eating by participating in a cookery project with their parents.
- Arrangements for safeguarding are effective and meet all statutory requirements. Training for staff in child protection is up to date and adults know who to approach if they have any concerns about the safety of pupils. The vast majority of parents who responded to the online questionnaire indicated that their children feel safe at school.
- The local authority has provided good support to staff and governors since the last inspection. They have provided training to governors in understanding school performance data so that they can challenge school leaders more effectively. They have provided new leaders with support and training to help them

develop their skills in checking the work in the areas for which they are responsible.

■ The governance of the school:

- Governance has strengthened and is more effective. Several new governors have been appointed since the previous inspection who bring additional expertise and skills to the governing body. Governors know the school well because they regularly visit to see for themselves how well pupils are learning. They have attended meetings where pupils' work has been checked and meetings where pupils' progress is discussed. Consequently, they understand how well pupils are progressing in their learning. Governors also regularly seek the views of parents and pupils and, where possible, act upon these. Governors challenge and question leaders effectively and are not afraid to make difficult decisions.
- Governors have a good awareness of the quality of teaching and have taken decisive steps to tackle weaknesses in teaching. They have supported actions taken by leaders to address underperformance and ensure that staff are only awarded pay increases when targets have been met.
- Governors take their responsibilities very seriously. They have ensured that safeguarding policies and procedures meet statutory requirements. Furthermore, they ensure financial resources are used well to benefit pupils, including the use of pupil premium funding and the primary sports funding. This is ensuring that pupils make better progress and have greater opportunities to develop healthy lifestyles.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils take great pride in their school and are keen to contribute to making improvements. They have regular opportunities to voice their views and they know their contributions are valued by adults. They are keen to take on responsibility, for example, by running their own breakfast club and older pupils relish opportunities to look after younger ones.
- Pupils are polite and friendly. They show respect and courtesy to adults and their peers. They are keen to learn and arrive at school early in the morning to engage in activities before school starts. This leads to a settled and calm start to the day.
- Pupils have very positive attitudes to learning and take great pride in their work. They listen carefully to adults and are keen to improve. These positive attitudes are linked to the improved quality of teaching across the school and pupils are more interested and engaged in their learning. Pupils say they really enjoy their creative homework and are keen to share their work with their teachers and peers the next day.
- Pupils respond well to the 'traffic light' system for behaviour. Pupils behave well in lessons and around the school. They cooperate well together and readily share ideas as teamwork is promoted effectively. Very occasionally, when teaching is slightly less engaging, pupils do not concentrate and lose interest. There are very good relationships between adults and pupils and between pupils themselves.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to keep themselves safe. For example, in the early years, children carry out their own risk assessments to make sure there are no hazards in the areas in which they play. Pupils have a good understanding of e-safety and know what to do should they encounter any concerns when using computers.
- Pupils say that bullying is rare, but that if there are any incidents, such as name-calling, then these are promptly dealt with by staff. Pupils have a good understanding of the different types of bullying, including homophobic bullying, and know they should report any concerns to an adult.
- The school has good policies and procedures in place to ensure that pupils are kept safe. Staff receive regular child protection training and know how to fulfil their responsibilities effectively. The school has appointed a parent support adviser who works very effectively with families to provide support and advice and helps to ensure that pupils come to school regularly. She is readily available for parents to contact, should they have a worry or concern.
- Attendance has improved significantly since the last inspection and is now slightly above average.

The quality of teaching**is good**

- The quality of teaching is now good. This ensures that pupils are achieving well. This is due to the rigorous checks on staff performance which have addressed previous weaknesses.
- The good quality of marking and feedback ensures that pupils know what they have to do to improve their work. Pupils were able to explain the marking system and confirmed that they did have opportunities to respond to comments.
- There are good opportunities for pupils to write at length, including in topic work when pupils are able to use the skills they have acquired in literacy in other subjects. Pupils say they enjoy reading and read regularly which is helping them improve. Regular sessions to teach pupils about sounds and the letters they represent (phonics) have enabled younger pupils to confidently tackle unfamiliar words.
- In mathematics, there are good opportunities for pupils to apply their knowledge, solve problems and to think for themselves. This is enabling pupils to understand mathematical concepts effectively.
- There is a calm and positive climate for learning in classrooms. Teachers use praise effectively to promote pupils' self-esteem which enables pupils to tackle problems with confidence. Teachers expect pupils to work hard and behave well in lessons. Consequently, pupils concentrate hard and strive to do their best.
- Teachers have good subject knowledge and ensure they use appropriate language and vocabulary to explain things clearly. Teachers use regular assessments on pupils' learning to help address any misconceptions and move children onto the 'next steps' in their learning.
- However, for some pupils, particularly the most able, work is not sufficiently challenging and they do not reach the highest standards of which they are capable.
- Most teaching assistants provide good support for pupils and implement targeted work to address their individual needs. However, on occasions, support staff do not address pupils' misconceptions promptly or do not give them sufficient opportunity to answer questions or work things out for themselves. There are also a very small number of incidents where pupils' behaviour is not managed effectively within small groups so these pupils do not make the progress they should.

The achievement of pupils**is good**

- Since the previous inspection, leaders have focused on improving standards in reading, writing and mathematics. They have taken successful steps to improve the quality of teaching and, as a result, pupils are making better progress.
- Although national published data do not appear to support this judgement, pupils' achievement is now good. There has been a legacy of underachievement because of weaknesses in teaching. This has now been addressed and staff are working hard to ensure that any gaps in pupils' learning are closing.
- Evidence seen in pupils' books and in the teaching observed shows that, from their starting points, pupils are making good progress. The school's own data indicate that the vast majority of pupils are making expected progress and higher proportions of pupils than previously are making more than expected progress. In Year 2 and Year 6, the school's data show that a higher proportion of pupils than previously are exceeding expected progress, particularly in reading and mathematics. Evidence in pupils' books shows that pupils' progress in writing is improving rapidly.
- In Year 6 in 2014, the attainment of disadvantaged pupils was approximately two terms behind other pupils in reading, writing and mathematics. Compared to non-disadvantaged pupils nationally, they were four terms behind in mathematics, three terms behind in reading and two terms behind in writing. Nevertheless, this represented good progress for these pupils from their very low starting points.
- Most able pupils attained better than similar pupils nationally in reading and writing in 2014 but slightly less well in mathematics. Most of these pupils are provided with work which is challenging for them, but occasionally, once they have finished their initial task, they are not always given sufficiently challenging work to complete which would deepen their understanding further.
- Disabled pupils and those with special educational needs make similar progress to their peers. Their needs are catered for well as work is provided at the right level for them so they can build on their knowledge and understanding.

Early years provision**is good**

- Children enter the Nursery class with skills and abilities below those typical for children of their age. They make good progress from their starting points. Assessment information and the work the children are doing shows that a higher proportion of children than previously are on track to reach a good level of development.
- There is a good range of stimulating and interesting activities indoors and outdoors. A strong focus on developing children's physical skills, particularly their gross motor skills, enables children to effectively develop their coordination and confidence in using the equipment. Children enjoy the 'challenges' provided in the different areas of learning and participate with enthusiasm in the activities available.
- Staff take every opportunity to develop children's speaking and listening skills, particularly for those children who experience speech, language and communication difficulties. The school has commissioned support from a speech therapist to work with children in school to help them overcome these difficulties. Staff quickly identify any children who may have special educational needs and the school has acquired the services of an educational psychologist to assess these children's needs.
- Staff take care to ensure that children's early literacy skills are developed well. There are good opportunities for mark-making and children are taught a correct pencil grip. Children are also taught letters and the sounds they represent and this prepares them well for Year 1.
- Children are developing their mathematical skills effectively. One small group were learning about capacity and could explain when containers were full, half-full or empty.
- Occasionally, adults do not question children deeply enough to extend their learning or give them enough opportunity to work out problems for themselves.
- Children behave very well and are aware of how to keep safe. They ensure for themselves that the areas are safe for them to play in. They cooperate very well with one another, taking turns and sharing equipment fairly.
- Leadership and management of the early years are good. Although the early years leader was absent at the time of the inspection, she has established a strong team who are determined to ensure that the teaching and outcomes for children continue to improve.

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	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.
		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.

School details

Unique reference number	135126
Local authority	Stockton-on-Tees
Inspection number	462292

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	466
Appropriate authority	The governing body
Chair	William Walton
Headteacher	Maggie Fearnley
Date of previous school inspection	1 October 2013
Telephone number	01642 360520
Fax number	01642 360503
Email address	RoseberryPrimary@stockton.gov.uk

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