

Roseberry Community Primary School

Inspection report

Unique Reference Number	121465
Local authority	North Yorkshire
Inspection number	327495
Inspection dates	12–13 May 2009
Reporting inspector	Christine Inkster HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	221
Appropriate authority	The governing body
Chair	Mr R Kirk
Headteacher	Mrs J Warburton
Date of previous school inspection	February 2006
School address	Roseberry Crescent Great Ayton Middlesbrough TS9 6EP
Telephone number	01642 722883
Fax number	01642 724846
Email address	headteacher@roseberry.n-yorks.sch.uk

Age group	4–11
Inspection date(s)	12–13 May 2009
Inspection number	327495

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 12 lessons, and held meetings with governors, staff and groups of pupils. The lead inspector also held a telephone conversation with the school's local authority adviser. Inspectors observed the school's work, and looked at documentation including the school development plan, the tracking of pupils' progress, minutes of governors meetings, health and safety and safeguarding documentation and 69 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Pupils' attainment and progress, particularly in mathematics and writing; and the attainment and progress of different groups of pupils, for example, those with learning difficulties and/or disabilities and those who are more able.
- The extent to which pupils develop their understanding of spiritual, moral, social and cultural issues.
- The quality of teaching and learning, particularly in mathematics and writing.
- How effective the school's leadership is in improving outcomes for pupils, and the extent to which the school promotes community cohesion.
- The quality of provision in the Early Years Foundation Stage, particularly outdoors and the progress of children in this age group.

Information about the school

Roseberry is an average sized primary school. Most pupils are of White British heritage. The percentage of pupils eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is lower than that found nationally, as is the proportion of pupils with a statement of special educational needs. The Early Years Foundation Stage consists of a Reception class. There is a significant intake of pupils in Year 3 who transfer from an infant school in the village. The school has achieved the Leading Aspect Award 2007, the Healthy School Award 2008, Activemark 2008 and the Basic Skills Quality Mark. There is childcare and before and after-school provision on the school site, but this is led and managed independently. This was subject to a separate inspection, which ran concurrently with this inspection.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

This is a good school which provides pupils with outstanding pastoral care and support. All adults know pupils extremely well and as a result, pupils flourish in this warm, caring environment. Pupils say they feel safe and secure and know there is always someone they can turn to if they are troubled. Relationships between staff and pupils are excellent. Pupils achieve well and by the time they leave school at the age of 11 they attain standards which are above average in English, mathematics and science. Attainment in writing is above average and pupils make good progress. The rate of progress in mathematics is improving markedly and is at least satisfactory and often good because of effective, individual support given to pupils who need it. The quality of teaching and learning is good. Good assessment procedures are used effectively to identify any pupils who require additional support or further challenge. Any weaknesses or areas of underachievement are identified promptly and appropriate action is taken to tackle them. As a result, all groups of pupils make equally good progress, including those who transfer into the school in Year 3. However, in a very small minority of lessons, work is not always matched precisely enough to the needs of individual pupils and whole-class sessions are sometimes too long. On these occasions, pupils make less rapid progress. Although there are examples of good marking and feedback, this is not consistent across the school and some pupils do not always know what they have to do to improve their work.

Pupils enjoy their learning and this is reflected in their above average attendance. The curriculum is interesting and stimulating and meets the needs of pupils well. Pupils welcome and benefit from visitors into the school. For example, they produced some high quality Aboriginal art work as a result of the visit of an artist from Australia. The curriculum also promotes pupils' good personal development, particularly through personal, social, health and citizenship education. Pupils are able to cooperate well with one another and enjoy working in pairs, teams and groups. They develop independence and show care and consideration for one another. They have a good understanding of how to lead healthy lifestyles and keep safe. Their behaviour is good and demonstrates improvement since the previous inspection. Pupils make a positive contribution to the local community by fundraising and performing in plays and concerts for parents and members of the community. They take their responsibilities within school very seriously. They are developing good basic skills and are articulate and self-confident. As a result, they are well prepared for the next steps in their education. Although their spiritual, moral and social development is good, pupils' understanding of life in a multicultural society is slightly less well-developed.

Leaders and managers have a good understanding of the strengths and areas for improvement within the school as a result of effective procedures for self-evaluation. Senior leaders are committed to raising standards and driving improvement within the school and communicate their clear vision to all staff and governors. Governors also have a good understanding of what the school needs to do to improve and they challenge and support the work of the school very well. Although the school does much to promote community cohesion within the local community and has completed an audit and a clear policy is in place, national and global links are less well developed. Pupils do develop, however, an understanding of other faiths through religious education lessons and of other cultures and socio-economic backgrounds through other areas of the curriculum such as geography. The school has successfully tackled the areas for improvement identified at the last inspection, including improvements in assessment procedures and behaviour. Standards in science have improved. The school now provides outstanding care, support and guidance for pupils. The school has good capacity for sustained improvement and provides good value for money.

What does the school need to do to improve further

- Promote community cohesion further to ensure that pupils develop a deeper understanding of other faiths, cultures and socio-economic backgrounds beyond their local community by:
 - planning carefully to develop stronger links with other communities in England and in other countries, including those from other faiths and cultures
 - regularly evaluate the actions taken and ensure that pupils' understanding of how others live their lives is fully developed.
- Improve the way teachers mark pupils' work and discuss with pupils how well they are doing so that, in all classes, pupils know what they need to do to make their work better.

Outcomes for individuals and groups of pupils

2

Standards by the end of Year 6 are above average and represent good achievement from pupils' broadly average starting points. Work seen in lessons, and in pupils' books, together with the school's own data confirms that pupils make good progress and are on track to reach their challenging targets, particularly in English and science. The rate of progress in mathematics is improving markedly and is at least satisfactory and often good because pupils' progress is being tracked carefully and any pupils who are underachieving are quickly identified. Appropriate action is taken to address any areas of weakness and this enables pupils to make better progress. Standards of writing are above average. Pupils are able to write for a variety of different purposes and they are able to use their skills effectively in other subjects in the curriculum. More able pupils are challenged effectively in the vast majority of lessons and as a result, make good progress.

Pupils with learning difficulties and/or disabilities make good progress. Teachers use assessment evidence effectively and have a clear understanding of pupils' needs, including those with physical disabilities. They ensure pupils have good access to the curriculum and, consequently, all pupils achieve well.

Pupils enjoy their education and behave very well in lessons and around the school. Positive attitudes are reflected in the way they work hard and complete their tasks willingly. They have a clear sense of right and wrong and get on well with one another and with the adults in the school. Pupils appreciate the benefits of a balanced diet and of regular exercise, enthusiastically participating in a wide range of after-school activities. Fundraising and choir-singing activities in the locality reflect pupils' contribution to communities outside school. Their contribution to internal school matters is no less effective. The eco-council was successful in arranging to have recycling bins put into all classrooms. Spiritual, moral and social development is good. However, pupils' first-hand knowledge and understanding of belonging to a society that embraces different faiths, cultures and values is limited. The effective basic skills pupils acquire equip them well for the next steps in their learning.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance ¹	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

How effective is the provision?

The school maintains above average standards and good achievement by ensuring that the quality of teaching and learning is good. The most effective lessons have clear learning objectives and are delivered at a brisk and challenging pace that keeps pupils alert, motivated and eager to participate. Relationships in lessons are excellent and staff use praise effectively to increase pupils' self-confidence. Pupils behave well because they are very well motivated. Good questioning techniques probe pupils' understanding well and guide them to explore different ways of reaching solutions and conclusions. In the small minority of less successful lessons, activities are not always matched closely enough to the needs and interests of individual pupils and some whole-class sessions are too long. As a result, some pupils are not always challenged sufficiently.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Assessment is used well to support learning and pupils are developing an understanding of their individual and group targets. There are examples of good marking, but this is inconsistent. Written comments and oral feedback celebrate pupils' successes, but do not always help the pupils to see what they need to do to improve their work in the future.

The curriculum is good and enables pupils to achieve well. There are good opportunities for pupils to practise their skills in literacy, numeracy, and information and communication technology when they are learning other subjects across the curriculum. Pupils talk enthusiastically about their topic work and opportunities to carry out their own research. Older pupils benefit from the annual residential visit to an outdoor education centre when they have the opportunity to participate in a wide range of activities such as abseiling, kayaking and bodyboard surfing. There are a wide range of extra-curricular activities available which are well attended by all groups of pupils.

Care, guidance and support are outstanding. Changes to the school's behaviour policy since the last inspection include a more positive approach with a greater emphasis on rewards and recognition of pupils' successes. This has led to improvements in behaviour, and relationships within the school are excellent. Adults in the school know their pupils extremely well. Well planned transition arrangements ensure that newcomers, particularly those who enter in Year 3, settle quickly into the school and that pupils are prepared to face the next steps in their education with confidence. Adult interventions are highly successful in supporting pupils when they face difficulties, whether these arise in or out of school. As a result, no pupil is disadvantaged. Pupils with learning difficulties and/or disabilities are supported effectively by teaching assistants and by helpful programmes, enabling them to make good progress.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership and management of the school are strong and effective. Senior leaders provide a clear vision and sense of direction for the school which is shared by staff and governors. Team leaders and those with subject responsibilities fulfil their roles effectively; they have a good understanding of what the school does well and what it needs to improve in the areas for which they are responsible. School improvement planning accurately identifies appropriate areas for development because procedures for self-evaluation are robust. The school carefully tracks and evaluates pupils' performance and tackles weaknesses effectively through well targeted support for individuals and groups of pupils. As a result, all groups of pupils make equally good progress ensuring equality of opportunity for all. The quality of teaching is accurately assessed by the headteacher who gives the staff good advice on how to improve their teaching. As a result, the vast majority of teaching is good and enables pupils to make good progress.

Governors are active within the school and are well informed. They have a good understanding of the strengths and weaknesses of the school and provide good support and challenge. They fulfil their statutory responsibilities well and contribute their professional skills and knowledge willingly, including specialist financial and statistical expertise. This enables them to deploy resources effectively to achieve good value for money. They have links with classes and subject areas and regularly seek the views of pupils and parents.

The school has good links with parents and carers, the local authority, other agencies and professionals and this has a positive impact on the outcomes for pupils. The school's safeguarding procedures are good and the school responds well to pupils' concerns. There are good partnerships with other schools through a local cluster, and there are particularly good relationships with the local infant and secondary schools. The school's promotion of community cohesion is satisfactory. Although pupils benefit from strong links with the local community, their first-hand knowledge and understanding of belonging to a society that embraces different faiths, cultures and values and links with national and global communities is limited.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children enter the Early Years Foundation Stage, their skills and abilities are broadly typical for children of their age. As a result of good quality teaching and a good curriculum, Reception children make good progress. By the time they enter Year 1 most children are working above the levels expected nationally. Children's personal development is very good. Children are able to work very well independently and show emerging skills of leadership and consideration for others. For example, one child organised a small group to engage in a writing activity and ensured they had all the resources they needed to do so. Children behave well and have positive attitudes to learning. They cooperate well together as demonstrated when a group of children made their own designs for a house for the 'Three Little Pigs' and then worked together to construct a house of bricks. They thoroughly enjoyed wearing masks and engaging in role-play to perform the story. They grow their own vegetables and herbs and this helps them to understand about healthy eating. Leadership and management are good. Improvements in the outdoor learning environment have been made in recent months and there is a good balance

of adult-led and child-led activities both indoors and outdoors. The provision is well managed and good assessment records are kept of individual children's achievements. The welfare of pupils is good because of the friendly, safe and calm environment which enables children to settle in very quickly. There are good relationships with parents and carers and with settings from which the children transfer.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

Views of parents and carers

A large majority of parents who responded to the questionnaire believe their children enjoy school; they are kept safe; they make good progress and are well prepared for the next steps in their education. A very small minority believed the school did not keep them well informed about their child's progress, nor help them to support their children, nor take into account the suggestions and concerns of parents. Inspectors found that the school kept parents informed in a variety of ways, for example, by organising evening workshops with a free crèche following a request by parents. Inspectors found that there are some opportunities for parents to contribute their views. For example, the school carries out a parental survey, which indicated mainly positive views of the work of the school and they have held 'Parents' Voice' group meetings.

Ofsted invited all the registered parents and carers of pupils registered at Roseberry Community Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 69 completed questionnaires. In total, there are approximately 170 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	32	34	3	0

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



14 May 2009

Dear Pupils

Inspection of Roseberry Community Primary School, Middlesbrough,
TS9 6EP

Thank you all so much for welcoming us to your school when we visited recently to find out how well you are learning. It was great to meet you and hear about all the things that you do at school. Yours is a good school. You attain above average standards in your work and you make good progress. This is because teaching is good. Please thank your parents for returning the questionnaires and tell them we have taken all their views into account.

There are some things that we think your school does particularly well. The headteacher and staff care for you exceptionally well and take every opportunity to give you any help you may need. You are well behaved and have very positive attitudes towards learning. You told us that you enjoy all that the school has to offer; in particular, the wide range of extra-curricular activities and, for older pupils, the residential visit which will be taking place soon. You also told us you enjoy performing in concerts and plays. Your attendance is above average and you told us that you enjoy coming to school. The youngest children in Reception class show good independence in their learning and they look after each other very well.

All the staff and governors are determined that you will get the very best education possible. We have agreed some ways with the headteacher which can make things even better for you. This includes improving the written marking and comments on your work to ensure that you know exactly what you have to do to improve, and helping you to learn more about other people, both in England and in the rest of the world, perhaps by developing links with people in other communities.

You can help by continuing to work hard and behave well, which we know you can do. Please accept our very best wishes for the future.

Yours sincerely

Christine Inkster
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.