

Rollesby Primary and Nursery School

Inspection report

Unique Reference Number	121202
Local Authority	Norfolk
Inspection number	360804
Inspection dates	20–21 October 2010
Reporting inspector	Judith Dawson

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

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Jill Jacobs
Headteacher	Susan Pickles
Date of previous school inspection	11 March 2008
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Age group	3–11
Inspection dates	20–21 October 2010
Inspection number	360804

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	3–11
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Introduction

This inspection was carried out by two additional inspectors. They saw five teachers teach six lessons and held meetings with pupils, governors and members of staff. They observed the school's work, and looked at the tracking of pupils' progress, teachers' planning, the school's plans for improvement, the procedures for ensuring pupils' safety and samples of pupils' work. They scrutinised questionnaires from staff and pupils, and 48 questionnaires from parents and carers.

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

how well the school has maintained the quality of the provision for the oldest pupils

- the school's assessments to establish the progress that older pupils have made from their starting points and from the end of Key Stage 1
- pupils' opportunities to take responsibility for their learning as well as their contribution to the pastoral aspects of school life.

Information about the school

This smaller-than-average rural school became a full primary school in September 2009, having previously been a first school. The governing body manages childcare for children from the age of two to four. It also provides the Earlybird and Ladybird before- and after-school sessions for pupils from the age of five to eleven. Almost all pupils are from White British backgrounds and a very small minority is in the early stages of English language acquisition. More pupils than average leave or join the school after their Reception year. The percentage of pupils with special educational needs and/or disabilities is similar to most other schools. Following reorganisation, the school formed a new group, the Primary 4 Group, with other small local schools in similar circumstances. The schools share activities and residential trips, including holiday activities. The school has the national Healthy Schools status and holds the Activemark. It was also awarded the Norfolk Quality Assurance Mark for the Early Years Foundation Stage.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school has grown into its full primary status effectively and continues to educate and care for the pupils well. The headteacher and governing body have been rigorous in maintaining good teaching and support, addressing a temporary dip in the quality of teaching due to temporary staffing swiftly and decisively. They have creatively rearranged the Early Years Foundation Stage provision to ensure that, with a falling budget, they have maintained the Nursery and childcare. Good tracking systems enable the teachers to identify any dips in pupils' progress and to provide appropriate additional support or challenge for pupils of all abilities. The school has an accurate understanding of its strengths and weaknesses. Plans for development are securely rooted in improving the outcomes for the pupils. The school's past and continued success ensures a good potential for future improvement. The headteacher has a large teaching commitment and is responsible for most of the school management. Other members of staff have subject responsibilities, but rarely take responsibility for evaluating and developing whole-school initiatives or sharing their good practice with their colleagues. The headteacher observes lessons regularly, ensuring the quality of teaching and learning is maintained. However, weaker areas identified in lessons are not followed up sufficiently during subsequent observations.

Children join the Early Years Foundation Stage with knowledge and skills levels that are broadly in line with the expectations for their age, although the small numbers lead to variations from year to year. They make good progress here and throughout their time in school so that, by the time they leave, standards are above average overall. This is because the teachers plan work that meets the needs of all pupils effectively and the teaching assistants work well with the teachers to give good support and challenge. Some high-quality support for a pupil who joined the school recently speaking no English ensured that he was able to succeed in his task and develop the confidence to participate. This is a good example of the school's rigorous measures to ensure all are fully included in school life. The teachers give pupils wise advice about how to improve their work in lessons and in their books. The pupils are set targets for improvement. However, they rarely have the opportunity to respond to written advice and are not involved in deciding for themselves what they need to do to improve. They demonstrate good levels of responsibility in the school and wider community, but have too few opportunities for taking responsibility for their learning. The interesting and varied curriculum and teachers' skills in planning lively lessons ensure the pupils enjoy their learning. However, the pupils have no say in deciding what they would like to learn about as they develop their skills. The impressive number and range of clubs and activities are well attended and make a large contribution to helping the pupils maintain healthy lifestyles and their spiritual, moral and social development.

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What does the school need to do to improve further?

- Enable pupils to become more involved in planning and improving their learning by:
 - ensuring that they respond to their teachers' written advice
 - involving them in assessing their own performance and setting personal targets for improvement
 - enabling them to follow their aspirations and interests by helping to plan what they would like to learn about as they develop and extend their skills.
 - Encourage staff to share and extend their good practice and develop their leadership skills by:
 - seeking ways to enable teachers to observe and support each other
 - ensuring that areas for individual or whole-school development form the focus for the observation of lessons and the analysis of pupils' work
 - formalising the responsibilities of all staff to help them to become more deeply involved in identifying areas for improvement and contributing to plans for development.

Outcomes for individuals and groups of pupils

2

There are no published data about pupils' standards and achievement by the end of Key Stage 2 as the 2010 outcomes are not yet available. The school's tracking data show that pupils have made satisfactory progress from lower-than-average starting points. There had been a dip in their previously good progress because of a staffing issue, which is now resolved. There were no year 6 pupils in the school before 2010. However, the school's assessments show that the pupils now in Year 6 have made good progress from their starting points and from the end of Year 2. Almost all of them are working at, or above, the levels expected for their age in English and mathematics. This applies to those who were in school in Year 2, as well as to pupils who joined later. At the end of Key Stage 1, standards are usually above average in reading, writing and mathematics. The pupils make good progress in their lessons. They work well together and apply themselves diligently to their tasks. They express themselves well, are confident and enjoy independent work particularly. Several pupils said how much they enjoy their homework, although they would like to have more input about what they learn. They know their targets, but are not always clear why they are given them. Pupils with special educational needs and/or disabilities and the most able pupils make good progress because of the school's attention to matching tasks to their needs and the good-quality support for individuals who need it. The teachers are skilled at ensuring that these pupils are set tasks that are as interesting as those for the rest of the class, so that they enjoy their learning as much as their peers. The school rarely receives pupils in the early stages of learning English, but, because of well-tailored support, these pupils make rapid progress.

The pupils behave well and are eager to assume additional responsibilities for the day-to-day administration of the school. The school council is effective and has contributed to establishing clear behaviour systems. Pupils sell juice at playtimes and Christmas cards at parents' and carers' evenings, for example. They are proud of their successful projects to generate income for equipment and activities. Attendance is above average and the pupils

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attend their early morning, lunchtime and after school activities regularly. They feel safe in school and have a good knowledge of how to take care of themselves. At playtime, for example, almost all engage in energetic games. They enjoy joint events with other schools and supporting village activities. The school's caring and happy environment ensures that the pupils develop good personal and social skills and are well-prepared for their futures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

All aspects of the school's provision are good because the adults are ambitious for the pupils, have high expectations of them and ensure that they are safe and well-cared for. Consistently good teaching and learning, conscientious planning and accurate assessments contribute to the pupils' good progress. The teachers make good use of technology, especially the interactive whiteboards, to promote learning and make good use of a range of appropriate resources. Adults are deployed effectively and creatively to provide support where needed. Parents and carers, grandparents and the governing body also make a valuable contribution to pupils' learning, personal development and resources. A male governor, for example, provided a valuable 'listening ear' for some of the oldest boys, which gave good support for their emotional and social development. Literacy, numeracy and information and communication technology skills are promoted well, ensuring pupils gain the skills they need for their futures. These skills are developed and extended across the curriculum, within science, history and geography topics, but pupils rarely have the

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opportunity to use them to pursue their own interests. A good range of visits and visitors not only deepens pupils' understanding of the topics they study, but also helps them to develop empathy with and an understanding of the lives of others, past and present. Pupils in Years 5 and 6, for example, visited the Imperial War Museum during the inspection, as part of their Second World War studies. The 'Primary 4' group enables pupils to have access to a wider range of activities and visits, including residential visits, than would normally be possible for a small school. Pupils are well-cared for. There are good and consistently applied systems dealing with accidents, promoting good behaviour and reporting and following up absences. The pupils' social and pastoral needs are met effectively and there is a good personal, social and health education curriculum that allows the pupils to discuss and respond to issues.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: 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	2

How effective are leadership and management?

The strategic leadership and the day-to-day running of the school are effective in ensuring that pupils are educated well within a caring and lively environment. Good planning to provide for the older pupils when they no longer transferred to a middle school ensured that their needs were met. The headteacher, governing body and staff are ambitious for the pupils. Suitably challenging targets are set and the pupils are on track to meet them. The headteacher and some governors monitor teaching and learning to ensure that the provision is meeting pupils' needs, both academically and pastorally. The teachers and support staff have professional development to meet their own and the school's training needs. However, there are few opportunities for member of staff to assume management roles for their professional development or to support school improvement. The school's engagement with parents and carers is good. Parents and carers are welcome in school and there are formal or informal parents' and carers' evenings each half-term. The use of the internet through the 'virtual learning environment' is extending opportunities for parents and carers to contribute to their children's learning. The Early Years Foundation Stage children's 'scrapbooks' generate excellent links with home as parents and carers, school professionals and children contribute to their records of achievement. There are several links with other schools, in England through pupils' exchange visits and abroad through email links. The pupils are developing a good understanding of faith, and of cultural, social and economic similarities and diversity, because of the school's active promotion of community cohesion locally, nationally and internationally. A 'Round the World' week, for example, was enhanced by visitors from Europe and Asia.

The governing body supports the school well and is involved both in generating plans for improvement and evaluating the outcomes. It is knowledgeable and confident to question

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and challenge when appropriate. It fulfils their statutory duties efficiently. Procedures for safeguarding pupils are robust and all childcare requirements are fully met. Good practice across the school in applying child protection procedures and risk assessments rigorously ensures that parents and carers can be confident that their children are well-cared for. All adults working with children and pupils have had the required checks and, when appropriate, training for their roles. The school integrates issues about safety and safeguarding into the curriculum so that the pupils have a strong understanding of how to keep safe. It also promotes equality of opportunity so that all pupils have the opportunity to succeed and thrive. Any racist incidents have been dealt with very efficiently. This is a school that seeks to build on its successes and continues to evolve and improve.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	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 equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The school has managed to combine the childcare/Nursery and Reception children into an Early Years Foundation Stage unit successfully. The skilful staff has a good understanding of how children learn and what is expected of each age group. Children are free to initiate their own learning and select their activities independently. They learn and play alongside each other amicably and develop good personal and social skills rapidly. The older children support and help those younger than themselves so that children new to the school settle swiftly into school routines, with confidence. Adult-led activities are matched well to children's needs so that the children acquire the knowledge and understanding to prepare them for the challenge of Year 1. There is a stimulating learning environment, both inside and out, and the adults ensure that the equipment is safe, while giving the children the scope to learn to take reasonable risks. However, although the planning for learning is good, the outdoor environment is not providing older children with more challenging activities to accelerate their learning. The outside area is about to be extended to enable more opportunities to address this. The adults listen to the children's comments, value

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their opinions, and build on each child's interests to help plan activities to extend learning. Very well documented assessments based on observations of children at their activities, backed up with photographs and other evidence, enable the staff to pinpoint each child's achievements across the areas of learning. This enables the adults to identify the next steps in the child's learning. Parents and carers are also contributing to their children's records of activities throughout the Early Years Foundation Stage and the 'scrap books' are highly prized by the children, families and teachers. It is easy for everyone to see the progress children make over time. The children make good progress in the Early Years Foundation Stage across all areas of learning, so that most meet and some exceed the age-related expectations.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 of the Early Years Foundation Stage	2

Views of parents and carers

All the parents and carers who responded to the questionnaire are happy with their children's education and care. The inspection found that the teaching is good, pupils make good progress and are well-cared for. A minor safety concern that a few parents/carers expressed has been followed up and the governing body has the matter in hand.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rollesby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	58	20	42	0	0	0	0
The school keeps my child safe	32	67	12	25	3	6	0	0
My school informs me about my child's progress	22	46	20	42	6	13	0	0
My child is making enough progress at this school	25	52	21	44	1	2	0	0
The teaching is good at this school	21	44	27	56	0	0	0	0
The school helps me to support my child's learning	20	42	24	50	4	8	0	0
The school helps my child to have a healthy lifestyle	30	63	18	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	42	21	44	3	6	1	2
The school meets my child's particular needs	26	54	22	46	0	0	0	0
The school deals effectively with unacceptable behaviour	21	44	24	50	1	2	0	0
The school takes account of my suggestions and concerns	20	42	26	54	2	4	0	0
The school is led and managed effectively	21	44	23	48	2	4	0	0
Overall, I am happy with my child's experience at this school	27	56	21	44	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2010

Dear Pupils

Inspection of Rollesby Primary and Nursery School, Great Yarmouth, NR29 5EH

Thank you all for your friendliness and help when I visited your school recently. I really enjoyed talking to you and seeing you at work and play in your good school. A special thanks to the school council who gave me your views.

Most of you have good knowledge and skills for your age and make good progress, whether you have been in this school for your whole education or joined it from another school. The teachers do a good job in making sure that, whether you find your work easy or hard, they provide you with tasks that help you to learn with confidence. They give you wise advice about how to improve, both in lessons and when they mark your work. However, when I looked in your books I found that you rarely take their advice! I have asked your teachers to give you time to do so, so that you can help yourselves improve your work even more. You are so responsible about all the things you do to help the school run smoothly that I am sure many of you could decide for yourselves what you need to do to improve your work. I have asked your teachers to help you do this and also to let you help them choose what you learn about sometimes, so that you can pursue your own interests. This will make your lessons even more interesting.

Your school is well-led and managed and you are all well-cared for in school. You have lots of extra activities that make learning fun. I want your headteacher to ask some of the other adults in school to help her decide what needs to be done to make the school even better and to help plan for this. I have also asked them to help each other by sharing all their good ideas and advising each other about how they could become even better at helping you learn.

You are part of a friendly, happy and hardworking school that you can all be proud of. Well done and all my best wishes for the future.

Yours sincerely

Judith Dawson

Lead inspector

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