

# Roseberry Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121465
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380249
<b>Inspection dates</b>	28–29 September 2011
<b>Reporting inspector</b>	Barbara Hudson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ron Kirk
<b>Headteacher</b>	Helen Channing
<b>Date of previous school inspection</b>	12 May 2009
<b>School address</b>	Roseberry Crescent Great Ayton Middlesbrough TS9 6EP
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons, taught by nine different teachers. They held meeting with staff, groups of pupils and members of the governing body. They observed the school's work, looked at pupils' books and documentation related to safeguarding, pupils' progress, teacher assessments and development planning. In total, 55 parents' and carers' questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether there is consistently good quality teaching and use of assessment information across the school.
- The amount of progress the different ability groups make, particularly higher-attaining pupils.
- Whether the school's judgements about the quality of its work are accurate.

## Information about the school

Most of the pupils who attend this average-sized primary school are of White British heritage. A smaller than average proportion is from a minority ethnic background. No pupils are in the early stages of learning English. A much lower than average proportion is known to be eligible for free school meals. A lower than average proportion of pupils has special educational needs and/or disabilities but the proportion with a statement of special educational needs is average. There is a significant intake of pupils in Year 3 who transfer from an infant school in the village.

There is childcare and before- and after-school provision on the school site but this is led and managed independently and is subject to a separate inspection. A new headteacher was appointed to the school in September 2011. She has increased the senior leadership team from staff within the school.

**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

Roseberry is a good school. All pupils, including those who transfer into the school in Year 3, make good progress because of good teaching and the good curriculum provided. They attain high standards by the end of Year 6 from average starting points in the Reception Year, resulting in outstanding achievement overall. However, progress is not always rapid enough across classes, particularly for higher attaining pupils, and as a result pupils' overall progress is good rather than outstanding. Children get off to a good start in the Reception class, where the curriculum and the way in which they are cared for is outstanding. The high quality care, guidance and support pupils receive in the rest of the school plays a significant role in ensuring that pupils feel exceptionally safe. Their attendance is above average, their behaviour is exemplary and they are extremely well looked after. All staff and the governing body want to make the school even better and the 'buzz and enthusiasm in the school' included in a parental in their response to the questionnaire is palpable. Parents, carers and pupils hold extremely positive views about the school.

The school is a harmonious and inclusive community in which each pupil is valued and encouraged to achieve as well as he or she can. Pupils themselves and pupils and staff get on extremely well together and lessons are characterised by a clear focus on what the pupils are learning and how to succeed. Lessons are interesting and the recently revised curriculum is having a positive impact on pupils' motivation to learn and to find out things independently. Teaching is good and sometimes outstanding. However, occasionally some teachers' questioning skills and the work pupils are given to do are not always as sharply focused as they could be for the varying ability groups in a class, particularly for the higher attaining pupils, to ensure they make the best possible progress. Pupils are socially adept and have strong moral values.

The newly appointed, experienced headteacher is already having a strong influence on the school's performance. Her desire, drive and high aspirations, along with those of the very effective deputy headteacher, are playing a fundamental part in the school's development. Staff and the governing body have an excellent understanding of the school's strengths and weaknesses. Processes for self-evaluation are rigorous and recent developments are making them even more incisive. Since the previous inspection, the school has made some very positive improvements. For example, the tracking of pupils' progress has been significantly refined and additional support is clearly targeted at those pupils who need it most. The school has begun to tackle

improving the progress of the higher attaining pupils. The role of the subject leader, however, has not been sufficiently developed because many subject leaders are new to their role and consequently have not had sufficient time to develop their skills in evaluating the impact of provision in their subjects on outcomes. However, the school's outstanding outcomes and improvement show that it has good capacity to improve further.

### **What does the school need to do to improve further?**

- Improve pupils' progress to be outstanding by:
  - ensuring that the work pupils are given to do is always sharply focused to the learning needs of different groups in the class, particularly the higher attaining pupils
  - using the expertise in school as a model for improving some teachers' questioning skills so that the higher attaining pupils are consistently challenged.
- Improve the impact of the work of some subject leaders new to their role, by providing training in monitoring and evaluating, analysing data, and writing and implementing robust action plans and checking closely the success of these initiatives.

### **Outcomes for individuals and groups of pupils**

<b>1</b>
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Pupils are enthusiastic, interested in their work and keen to improve its quality. They persevere, take pride in their work and show delight in reaching their targets. They listen carefully to instructions, work cooperatively in pairs and groups and are confident in articulating their thinking and expressing their point of view. These attributes were evident in a Year 5/6 literacy lesson where pupils were introduced to the character of the Roman emperor Caligula.

Work observed in lessons, and in pupils' books, together with the school's own data confirms that pupils make good progress and are on track to meet their challenging targets. By the end of Year 6 pupils' attainment is high. While progress is good overall, the higher attaining pupils are not consistently challenged, particularly in question and answer sessions, nor are groups of pupils of differing ability always given sufficiently difficult work. The good support provided for pupils with special educational needs and/or disabilities or whose circumstances make them potentially more vulnerable than most, enables them to progress well.

Pupils say they enjoy coming to school and learning new things. Their behaviour in lessons and around the school is outstanding. They make a very valuable contribution to the smooth running of the school and to the well-being of other pupils. They seize the opportunity to take responsibility and carry out their duties diligently. This is very evident when pupils act as a receptionist during the lunchtime. Pupils know their opinions and suggestions are valued and, as a result of their knowledge about eating sensibly, a fruit tuck shop is operated by the older pupils at playtime. Pupils' excellent basic skills, combined with their above average attendance and good punctuality, equip them very well for the next stages in life and education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Adults have very positive and sensitive relationships with pupils. Teachers have strong subject knowledge. They use this, along with a variety of resources including technology, to plan step-by-step activities to aid pupils' learning. Teaching assistants are involved in planning and provide very effective and targeted support for individual and groups of pupils. Questioning skills are generally good and used to assess pupils' understanding, correct misconceptions and challenge thinking. In the very best lessons, questions and the work that pupils are given to do are exceptionally well matched to the different ability groups within a class and this ensures that pupils make the best possible progress. Teachers use praise and feedback very well so that pupils know how well they are doing and how to improve their work. However, in some lessons, work is not matched closely enough to pupils' different learning needs.

The curriculum is good and the early signs of the recent review show that it is improving. Pupils are motivated and excited by their learning because there are many memorable experiences, such as Year 1 pupils' introduction to a Victorian seaside scene. Literacy, numeracy and information and communication technology skills are carefully woven into the new topics. Pupils enjoy a wide range of additional activities in school time and beyond which aid their personal development and well-being.

Adults provide outstanding care, guidance and support because they take the effort to get to know the pupils exceedingly well and provide them with the personal or academic support that they need or quickly seek outside help if necessary. Children who start in the Reception class, those who transfer from the local infant school into Year 3 and those who arrive in school throughout the year are thoughtfully integrated into the school. Parents and carers are frequently consulted about their children's well-being and actively encouraged to support their learning.

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

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The senior leadership team has quickly developed a very clear understanding of the school's strengths and areas for development. There is a strong focus on improving this good school further, to which staff and the governing body fully subscribe. Recent improvements, based upon rigorous monitoring and well-focused plans, include more accurate assessment of pupils' literacy and numeracy skills and the rigorous use of this data to target support has been rewarded with another increase in pupils' attainment in the national assessments, further securing pupils' outstanding achievement. However, some subject leaders new to their role have not yet had time to have sufficient impact on achieving improvements to the quality of provision in their subjects. The headteacher has made a positive start to supporting them but the training programme to enable them to monitor and evaluate effectively and support for action plans is not yet fully in place. However, firm plans have been devised to achieve this.

Relationships with parents and carers are good and they are becoming more involved in supporting their children's learning. Governance is good with the governing body playing an active part in shaping the strategic direction of the school. Good partnerships with support agencies, local authority services, local schools and businesses add to the quality of learning. For example, local businesses are often used by pupils as part of their enterprise curriculum. The school adopts good procedures for safeguarding overall. Child protection procedures are exemplary and risk assessments meet requirements. Community cohesion is promoted well with good provision to broaden pupils' understanding of other beliefs and cultures. Equality of opportunity is positively promoted and all pupils are equally involved in a wide variety of enjoyable activities. Discrimination in any form is not tolerated. The outstanding outcomes for pupils and the efficient use of resources ensure that there is excellent value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children make a confident start in the happy, friendly and stimulating environment. They settle very quickly because of the excellent care that they receive. Most children enter the Reception class with the skills and knowledge expected for their age. They make good progress and by the time they start Year 1 most children are working above the levels expected for their age. Excellent relationships between staff and children and their parents and carers are key to the good progress the children make. Excellent activities, both indoors and outdoors, provide children with a wide range of learning experiences. Staff are very adept at planning activities which follow the children’s interests, such as a mini-beasts topic, and also include key skills that children need to develop, for example writing opportunities are provided in most activity areas. They encourage the children to talk about what they are doing by engaging them in discussions and asking pertinent questions which moves their learning on. The questions the higher ability children are asked, at times, could be more challenging. Staff encourage children to suggest developments to and extensions of the activities in which they participate. They take careful note of what the children say and do. This helps them plan tasks matched well to children’s needs to ensure that they make good progress in all areas of learning. Staff are vigilant about ensuring children’s welfare needs are exceptionally well met.

The new teacher for the Reception class and the new leader for Early Years Foundation Stage are quickly settling into their new roles. They have a good understanding of the strengths and areas for improvements, such as increasing the focus on letters and sounds, which is being implemented effectively.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

‘We are delighted that our children attend such a friendly school where they feel secure and very valued’ typifies the sentiments of most parents and carers. Nearly a quarter of parents and carers responded to the questionnaire. Almost all parents and carers who responded were very supportive of the school’s work. The vast majority of respondents said their children enjoyed school, that the teaching was good and the school helped them to support their children’s learning. In a very small minority of cases where concerns were expressed, inspectors, sensitively, raised these with the school and were assured that they were known to the school and had been or were in the process of being addressed.



## Responses from parents and carers to Ofsted's questionnaire

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.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	58	22	40	0	0	1	2
The school keeps my child safe	27	49	23	42	2	4	0	0
The school informs me about my child's progress	21	38	28	51	2	4	1	2
My child is making enough progress at this school	21	38	27	49	1	2	2	4
The teaching is good at this school	24	44	27	49	0	0	0	0
The school helps me to support my child's learning	26	47	26	47	0	0	0	0
The school helps my child to have a healthy lifestyle	19	35	29	53	2	4	1	2
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)	23	42	26	47	2	4	0	0
The school meets my child's particular needs	18	33	30	55	1	2	1	2
The school deals effectively with unacceptable behaviour	17	31	25	45	3	5	0	0
The school takes account of my suggestions and concerns	18	33	27	49	0	0	0	0
The school is led and managed effectively	20	36	28	51	2	2	0	0
Overall, I am happy with my child's experience at this school	28	51	23	42	3	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 September 2011

Dear Pupils

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

Thank you very much for the friendly welcome you gave my colleagues and me when we inspected your school recently. We enjoyed talking with you and appreciated the honest way in which you answered our questions. I am sure you will be delighted to know that we judge your school to be good. This means that it has lots of good features, some that are outstanding and there are some things which need improving.

Some of the best things about your school are:

- the high standards you reach in your work
- your outstanding behaviour
- how extremely safe you feel in school
- the ways in which the adults look after you, help you get along together and behave very sensibly.
- the headteacher's, staff and the governing body's desire to make the school even better for you.

Even in good schools there are still things that can be improved. To help with this your headteacher and the governing body agree to:

- help you to make even better progress by making sure that teachers' questions and the work given to you is always well-matched to your ability
- help subject leaders become more effective in their work.

You can help the school become even better by continuing to work as hard as you do now in your lessons. We would like to wish you every success in the future.

Yours sincerely,

Barbara Hudson  
Lead Inspector

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