

Rokeby Primary School

Inspection report

Unique Reference Number	135309
Local Authority	Warwickshire
Inspection number	381867
Inspection dates	23–24 November 2011
Reporting inspector	Carol Worthington

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	225
Appropriate authority	The governing body
Chair	Richard Lovell
Headteacher	Alison Stringer
Date of previous school inspection	30 June 2009
School address	Anderson Avenue Rugby Warwickshire CV22 5PE
Telephone number	01788 814399
Fax number	01788 814303
Email address	Admin3597@we-learn.com

Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons led by 10 teachers. Meetings were held with the headteacher, senior leaders and members of the governing body. Inspectors held discussions with two groups of pupils and spoke with many more informally. They observed the school's work, and looked at records of assessments of pupils' attainment, data tracking their progress and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed responses to questionnaires returned by 67 parents and carers, 24 staff and 95 Key Stage 2 pupils.

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

- Inspectors looked at how successfully the school's strategies are improving writing through the whole curriculum in Key Stages 1 and 2.
- They looked at how well school leaders are tackling the recent dip in attainment in English and mathematics, particularly for girls and higher-attaining pupils.
- Inspectors investigated whether school leaders' judgement of good teaching brings about consistently good progress throughout the entire school.

Information about the school

This average-sized primary school is in an urban location close to the centre of Rugby. Most pupils are White British, and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average, with few having a statement of special educational needs. The number of pupils known to be eligible for free school meals is above average.

The morning and after-school clubs and the nursery afternoon provision are managed by the governing body. The school has achieved national Healthy Schools status.

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

Rokeby Primary School provides a good education for its pupils. They make good progress and achieve well from their starting points because of the good teaching they receive. The headteacher and senior staff provide strong leadership with good support from the governing body. School self-evaluation is robust and accurate, so that areas of weakness are quickly identified and measures put in place to secure improvement. At its previous inspection, the school was asked to improve the quality of writing in all curriculum areas, and it has done so. Pupils now use words imaginatively and have a good knowledge of subject-specific vocabulary for their age. Spelling and punctuation are used accurately. However, the standard of presentation of work often lets the good content down, because the school is not teaching a consistent style of handwriting that is joined, clear and fluent.

Progress has rapidly accelerated throughout Key Stage 2. Attainment is above average. In the current Year 6, over half the pupils are working within the higher levels of attainment for their age. Challenging targets for the end of Key Stage 2 have already been met. This rapid improvement combined with the school's good provision indicates the school has good capacity for further sustained improvement.

Staff use assessment well to provide for the needs of almost all pupils, including those with special educational needs and/or disabilities, for whom effectively targeted support often results in higher attainment than expected. For example, pupils make excellent progress in reading and writing in the 'Magic' class for small groups of slower learners. In most classes, there is also good provision for higher-attaining pupils, but this is not consistent throughout the school. They do, however, benefit greatly from events organised through the school's excellent partnerships with local schools.

Pupils' personal qualities develop well because of the excellent care that pupils receive. They have good social skills, behave well and gain a good understanding of how to live healthy lifestyles. Pupils have an excellent understanding of what constitutes unsafe situations, taking care of each other through the 'friendship squad' in the playground. They are proud of their school and make an excellent contribution to its smooth running by taking on a wide range of responsibilities. Contact with a Member of Parliament has brought about significant changes in the way litter is disposed of in the local community. The school maintains an excellent partnership with parents and carers, consulting them frequently through surveys, and providing social occasions to introduce them to the school and its work.

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What does the school need to do to improve further?

- Ensure the good practice of using assessment to challenge higher-attaining pupils fully is consistently shared throughout the school.
- Ensure that the presentation of pupils’ written work matches the high quality of its content by introducing a consistent style of handwriting throughout the school.

Outcomes for individuals and groups of pupils

2

Pupils join the school with skills and knowledge lower than expected for their age. Attainment had been rising since the previous inspection, but in 2011 performance in the national Key Stage 2 tests dipped in mathematics. Strategies rapidly put in place by school leaders to remedy this situation have been very successful. Boys and girls achieved equally well in a challenging mental mathematics test and showed a good understanding of fractions, explaining their methods of solving problems. In an English lesson, both girls and boys made excellent progress when consolidating work on speech marks, because they knew exactly what they had to do to gain higher attainment levels, and put this into practice in their writing. Younger pupils enjoyed using computers to plot their way round an island, but this was not sufficiently challenging for higher-attaining pupils. Pupils with special educational needs and/or disabilities make good progress through the well-targeted support from teachers and teaching assistants who encourage their independent thinking skills.

Pupils’ good behaviour and attitudes make a significant contribution to their learning. They hold definite views and participate keenly in discussions. All have a responsible attitude to doing jobs such as class monitors and eco-warriors. Older pupils take their responsibility in reading with the younger ones very seriously, and enjoy the enrichment work they do with local special, grammar and public schools. Pupils take part enthusiastically in the wide variety of sporting and cultural clubs and activities, for example, a tag rugby tournament and musical theatre partnership. They take part in a residential visit to France and have links with a school in Kiev. They enjoy learning about different religions and cultures through the curriculum. Pupils are prepared well for secondary school by their above-average academic standards and good personal qualities.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	2

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

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Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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

How effective is the provision?

Teaching and learning are mostly good and often outstanding in Year 6, but there is also a small proportion of satisfactory teaching in other parts of the school.

Differences lie in the use of assessment for planning. In outstanding lessons, individual pupils are all well challenged by the learning material, know exactly what they have to do to succeed and concentrate well on completing the task. Those of higher ability and those with special educational needs are equally well challenged and achieve well, often with closely targeted support by the well-qualified teaching assistants. In satisfactory lessons, there are occasions when the more-able pupils do not receive consistently high challenge all the way through a lesson.

The curriculum is based on exciting themes that encourage pupils of all abilities to learn. There is an emphasis on practical activities, for example, making models of the 'Robots'. Younger pupils enjoy the opportunity to extend their computer skills by using the small 'Bee bot' robot. Writing tasks are undertaken in all subjects: for example, science investigations carried out with pupils from a local special school were well reported by Year 5 pupils. Numeracy is well developed through the strong focus on problem solving. The wide range of sporting, music and performing arts clubs are popular and well attended. They include partnership with local schools and residential visits further afield. The cultures and traditions of the small number of pupils from different ethnic groups are celebrated in the curriculum.

All pupils benefit from high-quality care, guidance and support in a community where pupils' welfare is given the highest priority. This makes a consistently very strong contribution to their personal development and well-being, and very effective support for their learning. Pupils with special educational needs and/or disabilities are identified early and support is effectively targeted, so most make good progress from

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

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their starting points. The school has well-established strategies to sustain the learning, development and well-being of pupils whose circumstances may make them vulnerable. Parents and carers greatly appreciate the excellent arrangements for a smooth transfer when pupils enter, move up and leave the school. The school has improved attendance and has very effective measures in place to maintain it at above-average levels. Pupils receive a warm welcome in the morning, afternoon and after-school clubs, where they are very well cared for and take part in stimulating activities.

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	1

How effective are leadership and management?

The good leadership of the headteacher and the senior team successfully motivates the whole school community to share a common vision and ambition for success. Leaders monitor teaching and learning regularly and consistently communicate high expectations to staff about securing improvement, so they are enthusiastic and channel their efforts to good effect. The school keeps parents and carers exceptionally well informed about all aspects of their children’s achievements, well-being and development, through a wide range of communications.

The good governing body makes a significant contribution to the work and direction of the school. Its members are systematically involved in school self-evaluation. They monitor the effectiveness of the school’s regular training in safeguarding and child protection, which is given a high priority. Consequently, safeguarding procedures are good. The school regularly takes the views of parents, carers and pupils into account and acts upon them to make effective improvements to safeguarding systems. Issues about safety, such as safe use of the internet and cycling proficiency, are integrated into the curriculum. Parents, carers and pupils are all confident that pupils are safe in school.

The school makes sure everyone has equal opportunities to succeed. There have been no recent instances of discrimination or racial intolerance. Underachievement of individual pupils and groups is quickly identified and addressed. Recent gaps between the attainment and progress of girls and boys are rapidly closing due to the success of daily, focused small-group teaching. All pupils have opportunities to take part in the wide variety of enrichment programmes, including residential visits. Pupils’ personal development and achievements in art, science and technology are greatly enhanced by weekly visits, resulting from its excellent partnerships with local special

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and secondary schools.

School leaders and members of the governing body have made a conscious decision to concentrate their promotion of community cohesion on focused activities involving minority ethnic groups within the immediate neighbourhood. As a result, pupils have gained a good knowledge of the religions, arts and culture of, for example, Latvia and Poland. The development of links further afield is less well developed, but one has been initiated with a school in Haiti.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
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

Children make good progress in Nursery and Reception. They have daily opportunities to practise their matching of letters and sounds in imaginative ways, for example, finding Barney Bear’s big bag of lost possessions, all beginning with ‘b’. Counting bears and positioning them on slides and chairs helps children enjoy learning early mathematics skills and vocabulary. Children are skilled in using computers. They can read simple screen instructions and practise writing ‘b’ with the electronic ‘magic pen’. Nursery children recognise their names on the registration board and enjoy role play in the ‘Rokeby Post Office’.

Children are confident and happy in the secure and welcoming environments of Nursery and Reception. Their personal, social and emotional development is good, shown by their good behaviour and relationships with each other and with adults. They fully understand class routines, knowing that ‘good sitting and listening’ is required on the carpet, and turns have to be taken in some activities.

Teachers plan a wide range of motivating activities to develop learning, including

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free access to the outside area, which is well equipped with climbing and tunnelling apparatus. Continuous assessment by all adults is good across all the areas of learning. The safety and welfare of all children has a very high profile. The outstanding partnership with parents and carers extends to home visits and open mornings, in which they learn how they can best support their children’s learning. Leadership is good and directed towards further improvement, such as more outdoor independent activities to develop children’s imagination and curiosity.

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

Virtually all parents and carers who responded to the questionnaire were overwhelmingly positive about the school. All were confident that their children enjoy school, are kept safe and receive good teaching. Positive comments were received on the caring nature of the school and its staff and children’s progress. The very few negative comments related to individual concerns. Inspectors took the views of all parents and carers into account when forming their judgements. Inspection evidence supported the positive views of parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rokeby 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	75	17	25	0	0	0	0
The school keeps my child safe	48	72	19	28	0	0	0	0
The school informs me about my child’s progress	38	57	28	42	0	0	0	0
My child is making enough progress at this school	44	66	22	33	0	0	0	0
The teaching is good at this school	46	69	21	31	0	0	0	0
The school helps me to support my child’s learning	41	61	22	33	1	1	0	0
The school helps my child to have a healthy lifestyle	37	55	29	43	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)	37	55	26	39	1	1	0	0
The school meets my child’s particular needs	44	66	21	31	1	1	0	0
The school deals effectively with unacceptable behaviour	31	46	31	46	2	3	1	1
The school takes account of my suggestions and concerns	28	42	32	48	1	1	1	1
The school is led and managed effectively	38	57	25	37	2	3	1	1
Overall, I am happy with my child’s experience at this school	49	73	17	25	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	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 are 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).

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"> ■ 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.



25 November 2011

Dear Pupils

Inspection of Rokeby Primary School, Warwickshire, CV22 5PE

Thank you very much for being so friendly and helpful when we visited your school recently. It was good to see you enjoying your work and play. We think your school gives you a good education.

Your headteacher and governing body run the school well. Teaching is good, so you enjoy your lessons and work hard too. You make good progress and your above average standards in English and mathematics prepare you well for secondary school. Your written work has improved and is really good, but your presentation and handwriting sometimes lets it down so we have asked your teachers to remind you to make your work as neat as possible. Those of you working at higher levels of attainment make good progress in most classes, but it is not consistent all the time in every class. We have asked your teachers to really challenge you to do your best.

Your behaviour is good and you all get on well together, so the school is a happy place. We were very impressed by your excellent knowledge about how to keep yourselves safe and your outstanding contribution to the school and local community, particularly the work done on improving your neighbourhood's litter problem.

All the adults take excellent care of you and you told us you can always talk to someone if you have problems. You enjoy learning about people with different faiths and customs in religious education and curriculum topics, but also learn about the cultures of your classmates from other countries. Your school's excellent partnerships with your parents and carers, and those with other schools, are highly beneficial to your education.

All the adults in your school want it to be even better. I am sure you do too, so please do your best writing in every lesson, and rise to every challenge you are given.

I wish you all well in the future.

Yours sincerely

Carol Worthington
Lead inspector

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