

# Roseberry Primary and Nursery School

Pelton Lane, Pelton, Chester-le-Street, County Durham, DH2 1NP

## Inspection dates

2–3 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good. All groups of pupils make good progress to achieve standards that are typical for their age at the end of Year 6.
- Teaching is good overall. There is some outstanding teaching of reading, writing and mathematics over time. This is because pupils are given plenty of opportunities to write at length in English and other subjects and apply their skills in mathematics in real-life situations.
- There is a highly successful focus on developing pupils' creativity and imagination and their spiritual, moral, social and cultural awareness.
- Some outstanding teaching of phonics in the early years provision helps children make rapid progress in their reading and writing.
- Pupils' behaviour is good. Older pupils have roles and responsibilities which help all pupils feel very safe and play together well.
- The school's work to keep pupils safe and secure is good. All adults offer highly sensitive care and support for pupils.
- The headteacher has a clear vision about how learning should excite and engage pupils which is shared by all staff.
- The headteacher and the governing body have a very clear understanding of the school's strengths and relative weaknesses. They have effective systems to check how well the school is doing.

### It is not yet an outstanding school because

- Pupils' work is not always at the right level of challenge. It is too hard for some and too easy for others.
- Pupils are not always clear about what they are learning or what they have to do in their work.
- Pupils are not always clear about how to improve their work, including their spelling, or given time to act upon any advice they receive.
- Some pupils do not attend school regularly enough.

## Information about this inspection

- The inspectors held meetings with staff, groups of pupils and the Chair and other members of the Governing Body. The inspectors also spoke to a representative of the local authority.
- The inspectors looked at a range of evidence including the school's improvement plan; the school's data relating to pupils' progress; the work in pupils' books and the school's documentation relating to safeguarding. The inspectors observed pupils' behaviour during assemblies, lunchtimes and breaktimes.
- The inspectors observed teaching and learning in 19 lessons taught by nine teachers. They listened to groups of pupils in Years 1 and 2 read.
- The lead inspector conducted two lesson observations jointly with the headteacher. He also observed the headteacher reporting back to the teachers on her findings regarding the quality of teaching, learning and pupils' achievement. In addition, the headteacher accompanied inspectors when they made a number of short visits to lessons.
- There were too few responses to the online questionnaire (Parent View) for them to be published. However, inspectors spoke informally to parents to gather their views about the school.
- Eighteen staff completed questionnaires and the responses were analysed.

## Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Dame Nicola Nelson-Taylor

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium, is well above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- There are breakfast, lunchtime and after-school clubs run by school staff and external coaches.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school has achieved Artsmark Gold, the Full International School Award and the Sainsbury's School Games Silver Award (PE).
- During this school year, there have been disruptions to leadership and staffing caused by the unavoidable absence of the deputy headteacher.
- Many more pupils than is the case nationally enter and leave the school at other than the normal times.

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

- Improve teaching to outstanding in order to raise attainment further by:
  - ensuring that work is at the right level of difficulty for all groups of pupils
  - ensuring that pupils are clear about what they are learning and what they need to do when they are practising new skills
  - ensuring that pupils are given clear guidance about how to improve their work, including their spelling, and time to act upon that advice.
- Improve attendance by continuing to work with pupils and their families so that they understand the benefits of sending their children to this school.

## Inspection judgements

### The leadership and management are good

- The headteacher has high expectations for the staff and pupils in the school. She is committed to making the school better still and has a clear vision of how learning should excite and enthuse pupils. This outlook is embraced by all teachers and leaders. She has created an ethos where leaders have the freedom to try new ideas, within clear plans and procedures, to check that they are working.
- The school is a lively, welcoming, purposeful environment where teaching is good and occasionally outstanding. As a result, pupils enjoy a range of stimulating learning activities and make good progress. In recent years, pupils have made outstanding progress in Key Stage 2. However, leaders are aware that the challenge for the school is to raise attainment further.
- The unavoidable absence of the deputy headteacher has meant that leaders and teachers have had to take on new and extra responsibilities. All have risen to the challenge. While some are still developing their leadership skills, they are very well supported by the headteacher and more experienced leaders. They are further assisted by highly effective continuing professional development. There are successful procedures to ensure that good and outstanding practice within school is shared between staff.
- The headteacher reviews the quality of teaching regularly and has a very clear view of what constitutes good teaching and learning. Other leaders support her in the review of the quality of teaching, especially in the support of teachers who are new to the profession.
- The management of teachers' performance has been very well used to ensure that all staff have clear targets. These have been successful in helping to improve their teaching and ensure pupils make good progress by the end of Year 6. Teachers are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done.
- The school's plans for the future have appropriate areas for development, clear procedures to check that they are being put in place and specific, rigorous, measurable targets for pupils' attainment. These targets, along with those in the school's plans for the future, have recently been made more rigorous. However, they have not yet been in place long enough to ensure that pupils are making outstanding progress.
- The pupil premium funding has been spent effectively on programmes to develop reading, writing and mathematics and to provide smaller class sizes, extra resources and support where this is necessary. It has also been used to provide pupils with memorable learning activities through visits and visitors. As a result, disadvantaged pupils currently make similar good progress overall as other pupils in school in reading, writing and mathematics.
- The primary school sport funding has been used effectively to employ coaches who have introduced new sports such as cycling and netball. Coaches are also helping to develop teachers' own expertise in teaching physical education, especially athletics and gymnastics. Pupils say that they very much enjoy their lessons and opportunities for competitive sport with other schools. This is contributing very well to pupils' physical development and well-being.
- While the school focuses on developing pupils' basic skills in reading, writing and mathematics, it also offers many stimulating opportunities for pupils to develop their spiritual, moral, social and cultural awareness and their understanding of British values. They enjoy visits to explore local history and geography and are aware of famous local sculptures which have been the basis of their own art and technology work. Indeed, the development of pupils' imagination and creativity is central to the school's vision.
- The school is extremely clearly focused on identifying any pupils who are at risk of falling behind and has ensured that all pupils make good progress in reading, writing and mathematics by the end of Year 6. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- The school welcomes the support and advice that it receives from the local authority and from its education development partner. This has helped to improve the school's understanding of data and the early years provision as well as advising on the refurbishment of the school building.
- **The governance of the school:**
  - Governors offer extremely strong support and increasing challenge to the school. They are totally committed to the headteacher's vision for the school. They have improved their effectiveness through deliberate monitoring of their practice, training and the development of specific plans for governance. There is a strong focus on visiting classrooms and looking at pupils' work. However, there is still some over-reliance on information provided by the headteacher about achievement.
  - The Chair of the Governing Body has a strong commitment to the school and is very well supported by other experienced governors who have a very clear knowledge of the school's locality. Their

professional and public expertise are used to monitor health and safety and the school budget through a programme of meetings and school visits. They have managed the refurbishment of the school highly effectively.

- Governors are very clear about the school's plans for the future, the quality of teaching, pupils' achievement and the curriculum. They understand the arrangements to check on teachers' performance and any rewards for good teaching. They know how the pupil premium funding and the primary physical education and sports funding are spent. They ensure that they have a strong impact on the achievement of disadvantaged pupils and all pupils' health and well-being.
- Governors ensure that the school fulfils its statutory responsibilities for safeguarding. All staff are trained appropriately to keep pupils safe and free from harm and have been cleared as suitable to work with children.

## The behaviour and safety of pupils

are good

### Behaviour

- The behaviour of pupils is good.
- Inspection evidence shows that behaviour is typically good in lessons, around the school, in the dinner hall, in assemblies and during performances by visitors. Indeed, when pupils are fully engaged in their learning their behaviour is excellent. Pupils say that behaviour is typically good with almost all pupils behaving well; in some classes, behaviour is excellent.
- However, occasionally a very few of the older pupils can be disruptive in their lessons. While the school has a clear system of rewards and sanctions to help pupils behave well, these very few pupils find it extremely difficult to do so. The school has used fixed-term exclusions to help these pupils understand that the school will not put up with poor behaviour. There have been no permanent exclusions.
- Pupils are extremely welcoming and polite to adults. They are very eager to talk about their school and show off their work, especially their sculptures, art and writing. Pupils show clear respect for one another and new pupils say they are made welcome immediately in the school.
- They enjoy taking on responsibilities as school councillors, playground friends and Well-being Ambassadors. Older pupils help others play safely and enjoyably together. The school council has developed the playground equipment and discusses issues related to pupils' safety and welfare through pupils passing their concerns to them.

### Safety

- The school's work to keep pupils safe and secure is good.
- Parents and pupils are sure that pupils are safe and happy in school. There are rigorous procedures to ensure that this is indeed the case with all adults, including the parental support adviser, offering highly effective and sensitive care to pupils.
- Pupils feel extremely safe. They are very aware of the different forms bullying can take, including cyber-bullying and racism, and do not hide the fact there is some bullying, largely name-calling. They know that other pupils or adults will help them sort it out.
- There are clear systems to check attendance and encourage pupils and parents to see the importance of coming to school. As a result, far fewer pupils are persistently absent; attendance has improved. However, it remains below average. It is typically higher when pupils become older and they can make their own decisions about coming to school. This is because they enjoy their learning.
- However, too many pupils miss out on the exciting learning opportunities offered by this school because not all parents see the benefit of sending their children to school. This is one reason why attainment in school is not higher: some pupils have too much learning to catch up because they miss too much school when they are younger.

## The quality of teaching

is good

- Teaching of reading, writing and mathematics is good overall. Work is very well planned so that pupils apply their skills in mathematics and English in real-life situations and are helped to see the links between subjects. They write regularly and at length in English and other subjects and use their mathematical skills in science and technology.
- Pupils across the school have many opportunities to develop their imagination and creativity in extended

pieces of writing in English and other subjects. Pupils in Year 3 have made excellent progress in their writing about the rainforest. Pupils in Year 1 are enthused to write about their visits to Newcastle, the Angel of the North and local museums where they studied the First World War. They are clear about the skills they need to develop, such as punctuation and paragraphs and how to organise their work, and make rapid progress.

- In mathematics, pupils have many opportunities to apply their skills in real-life problem-solving activities such as planning a picnic or helping a shopkeeper to raise or lower prices. They are helped to understand place value and the relationship between repeated addition and multiplication. There are many strategies to help those who are falling behind in their learning to catch up. Pupils do plenty of sustained work which helps them to practise and understand the skills they are learning. This helps them make good progress.
- However, while there is some outstanding teaching over time for some classes and some groups, it is not yet sustained enough to ensure pupils make outstanding progress overall. This is because work is not always planned at the right level of challenge. Sometimes it is too hard for some groups of pupils and too easy for others.
- For example, some activities to check pupils' understanding of advertisements are too easy because they do not offer pupils the chance to develop a detailed written analysis. Some work to stretch the most able pupils in mathematics is too hard for other groups of pupils whose misconceptions are not picked up quickly enough. Occasionally, it is not fully clear to pupils what they are learning or what exactly they have to do to practise new skills. This slows their progress.
- The school's marking policy is very clearly focused on helping pupils understand how successful they have been in their work, know what they need to do to improve and have time to act upon any advice given. However, while there are many examples of extremely good marking, its use is inconsistent across the school. There is not a clear enough focus on helping pupils understand how to spell key words or a clear policy to correct and learn spellings.

### **The achievement of pupils** is good

- Standards at the end of Year 2 are typically average in reading, writing and mathematics. Unvalidated data indicate that the picture was the same in 2014. This represents good progress for these pupils, whose attainment was below the expectation for their age when they entered Year 1.
- Standards at the end of Year 6 are average in mathematics and writing and slightly below average in reading. In 2014, pupils in Year 6 made good progress in reading, writing and mathematics. In 2013, pupils had made outstanding progress in Key Stage 2.
- Evidence in pupils' books and the school's data about pupils' progress show that pupils currently in Year 6 are on track to attain standards that are in line with those expected for their age. This is a year group that has been affected by pupils leaving and entering the school at other than the usual times. Those pupils currently in the class are making good progress from their starting points at the end of Year 2, which were below average.
- The school is highly successful in ensuring that pupils across the school make consistently good progress in their reading, writing and mathematics. Phonics teaching is typically good and occasionally outstanding. As a result, almost all pupils have a clear awareness of letters and the sounds they make and understand how this helps them to read words which are new to them. Pupils greatly enjoy reading in school and at home and like a wide range of books and authors.
- Unvalidated data indicate that, in 2014, the most able pupils in Year 6 achieved standards in the tests for eleven-year-olds that were above the expectations for their age in reading, writing and mathematics. They had made more than the progress expected of them in writing and mathematics, although too few did so in reading.
- The most able pupils currently in Year 6 and across the school have been clearly identified and work is targeted to help them attain standards that are above or well above the expectations for their age.
- In 2014, in Year 6, disadvantaged pupils, a high proportion of whom also had special educational needs, made up half of the year group. They made the same good progress as other pupils in the school in reading, writing and mathematics to achieve the standards expected for their age, although too few did better than this. Those disadvantaged pupils who were capable of doing so achieved standards that were above and well above those expected for their age at the end of Year 6.
- Overall, they were four terms behind other pupils in school in mathematics and reading and five terms behind in writing. They were one year behind other pupils nationally in mathematics and four terms behind in reading and writing.
- Disabled pupils and those with special educational needs make good progress in reading, writing and

mathematics. This is because of the highly effective support and teaching they receive from teachers and highly skilled teaching assistants, and the work which is planned specifically to meet their needs.

### The early years provision

is good

- Most children start the Nursery class with skills and knowledge that are below those typical for their age. Children make good progress in the Nursery and Reception classes so that around half of them have a good level of development when they enter Year 1.
- Teaching is consistently good. While there is some excellent teaching of phonics and writing, which is helping pupils make some rapid progress, this is not yet sustained enough. It has not yet had time to ensure that most pupils are at the expectation for their age when they start Year 1.
- Adults ensure that requirements regarding children's safety are rigorously met. As a result, children feel extremely safe and settle very quickly into the early years provision. There are clear procedures when children start to involve their parents, who are kept up to date with their children's progress through learning journals and working with them at home. Children quickly settle into routines which help them to listen well, follow instructions and work extremely hard. Indeed, behaviour is outstanding in the Nursery and Reception classes.
- The skills and abilities of the children are quickly assessed and accurately understood so that work is planned to meet the needs of all groups. Children are quickly engaged in the learning of phonics and encouraged to develop their writing. They particularly enjoy writing in shaving foam and in the card-writing area. They do so confidently because from an early age they are made to hold their pencils correctly and are given opportunities to write.
- Indeed, strength of the early years provision is that children are helped to learn through well-planned activities which are led by the teachers and other adults. This approach is well balanced with the many opportunities children have to learn through exploring and experimenting when they make their own choices. Indoors and outdoors, there are well-planned activities which offer pupils many opportunities to write and to practise their number recognition and counting skills.
- There is a very strong focus on developing children's listening skills through, for example, identifying the sounds made by musical instruments. They enjoy singing together and learning phonics this way. They are questioned very well and encouraged to talk about their learning. The lively emphasis on singing, music, art and dancing has a strong impact on children's spiritual, moral, social and cultural awareness and understanding of how to stay fit and healthy.
- The leadership and management of the early years provision are good. In this school year, it has been led and managed by a team made up of the teachers and the headteacher. There is a strong team ethos and a commitment to improving learning opportunities for all groups of pupils. This approach has led to an influx of new ideas about how to improve the early years provision further and an improvement in teaching and resources. However, the school needs to ensure that leaders' responsibilities in other areas of the school do not weaken their impact on the early years provision.



## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	114208
<b>Local authority</b>	Durham
<b>Inspection number</b>	448764

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elaine Holmes
<b>Headteacher</b>	June Lee
<b>Date of previous school inspection</b>	24 June 2010
<b>Telephone number</b>	0191 370 0182
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